



# 2012-2013 MI -ACCESS

## GUIDE TO REPORTS



## Table of Contents

Introduction . . . . .	.3	Student Record Labels . . . . .	.34
MI-Access Report List . . . . .	.4	MI -Access Functional Independence (FI) . . . . .	.35
Report Features . . . . .	.5	Scoring . . . . .	.35
Printing Reports . . . . .	.6	FI Performance Level Change . . . . .	.36
Content Areas Assessed . . . . .	.7	Item Descriptors . . . . .	.37
Participation and Supported Independence (P/SI) . . . . .	.8	FI Sample Reports and Descriptions . . . . .	.38
Scoring Rubrics for P/SI . . . . .	.8	Individual Student Reports . . . . .	.38
Performance Levels and Earned Points . . . . .	.9	Rosters . . . . .	.44
P/SI Performance Level and Earned Points Charts . . . . .	.10	Summary Reports . . . . .	.46
P/SI Sample Reports and Descriptions . . . . .	.12	Demographic Reports . . . . .	.48
Individual Student Reports . . . . .	.12	Item Analysis Reports . . . . .	.50
Rosters . . . . .	.18	Parent Reports . . . . .	.56
Summary Reports . . . . .	.20	Comprehensive Reports . . . . .	.58
Demographic Reports . . . . .	.22	Student Record Labels . . . . .	.60
Item Analysis Reports . . . . .	.24	Invalid Test Score Table . . . . .	.61
Parent Reports . . . . .	.30	Acronyms . . . . .	.62
Comprehensive Reports . . . . .	.32	Contact Information . . . . .	.63

## Introduction

This guide was developed to assist educators in understanding and using the Fall 2012 and Spring 2013 MI-Access assessment results.

The purpose of MI-Access reports is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in specific content areas. To make the assessments more meaningful to students, all items selected for inclusion:

1. were designed with input from classroom teachers, and
2. are applicable to real world situations, that is, they reflect the knowledge and skills students need to be successful in school and as adults.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

The reports prepared for MI-Access include individual-level reports such as:

- Parent Reports
- Individual Student Reports
- Rosters
- Student Record Labels

The reports also include aggregate-level reports:

- Demographic Reports
- Summary Reports
- Comprehensive Reports

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three assessment types:

1. Functional Independence (F)
2. Supported Independence (SI)
3. Participation (P)

As required by federal law, the assessments reflect Michigan's Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and/or Benchmarks in these content areas; however, they have been extended—or reduced in depth, breadth, and complexity—so they are appropriate for the student populations being assessed. The Extended GLCEs (EGLCEs), Extended HSCEs (EHSCES), and Extended Benchmarks (EBs) on which the MI-Access assessments are based can be downloaded from the MI-Access Web page at [www.mi.gov/mi-access](http://www.mi.gov/mi-access).

## MI -Access Report List

The Individuals with Disabilities Education Act (IDEA) 1997, and the 2004 reauthorization of IDEA, require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similarly to MEAP and MME results.

Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table below.)

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way: with a generic Table of Contents printed on the front that lists the full range of reports that could be contained in the folder; then, a more

detailed Table of Contents appears inside the folder that lists the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents. The results folders are shipped by the MI-Access contractor to either the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for:

1. keeping the district's results, and
2. disseminating the School and Class Results Folders to School MI-Access Coordinators, and
3. delivering the parent reports to the schools for distribution to parents and/or guardians.

MI-Access Reports	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports			X		
Student Labels			X		
Parent Reports			X		
District Comprehensive Reports (Functional Independence only)		X			
ISD Comprehensive Reports				X	

## Report Features

### Invalid Test Scores

The MI-Access reports will reflect descriptors of invalid test scores on the student level reports for the first time this year. In the past administrations the invalid tests were not included in the student level reporting and excluded from all aggregated reports as well. The invalid reasons will appear on the Individual Student Reports, Roster reports, Student Record Label and the Parent report. The Parent report will be less specific however, a discrete message will instruct parents and/or guardians to contact their child's school for further information. Invalid reasons include, tested in incorrect grade, not enrolled in special education program, non-standard accommodations, prohibitive behavior, missing administrator scores, missing MSDS data, misadministrations, and incident reports. The reason descriptors will better inform results found in the reports. See the invalid test score table on page 61 for details.

### Item Descriptor Booklets

Since released item booklets are not being produced, item descriptor booklets for Functional Independence will be available for reference purposes on the MI-Access web page. The content areas include grades 3-8 and 11 for math and grades 5, 8, and 11 for science. The accessing print and expressing ideas for Functional Independence tests will have an Item Descriptor Guide for

reference purposes on the MI-Access web page. Item descriptor booklets will not be provided for the P/SI reports (see page 37 for more information).

### Scoring Focus for P/SI

This is a component of the P/SI assessment items that shows what administrators should look for when observing and scoring a student. It also is linked to the EGLCEs, EHSCES, and EBs being measured.

### Report Suppression Guideline

The current practice for providing aggregated reports requires a threshold of 10 or more students to be reported. The purpose for this is to protect certain students from being inadvertently identified due to the small number of students in a group or subgroup.

This practice will continue with one clarification: the FI reports for grades 4, 7, and 11 accessing print and expressing ideas must both meet the minimum number of students in each of those content areas in order to generate a report. In other words, there must be a minimum of 10 students taking accessing print and 10 students taking expressing ideas for the aggregated report to be generated. Student-level reports will not be affected by this guideline.

## Printing Reports

### Printing Options

Districts have two printing options:

1. The full print option, (all available reports) or
2. The "green" option (default).

The green option reduces the number printed reports to individual student reports, parent reports, and student record labels only. If no option is selected by your district, the green option will be the default selection. Regardless of the selection, all reports continue to be available on the BAA Secure Site ([www.michigan.gov/baa-secure](http://www.michigan.gov/baa-secure)) under the "Reports" tab by selecting "Student Test Scores."

### Report/Print Suppression

If you do not receive printed reports for all student and aggregate groups, the reasons may be:

- Aggregate reports will be produced however, if the number of students assessed is below 10 for a content area the data in the report will be suppressed. (See "Report Suppression Guideline" on page 5)

- Grade 4, 7, and 11 assess reading and writing for MI-Access which are specifically "accessing print and expressing ideas." The threshold for printing these reports is 10 or more students in both of these areas on the aggregated reports. The print suppression rule will apply if either area is below 10.
- Schools may also have unpaid fees for missing barcode labels or late material return fees. Unpaid fees suppress the reports for all previous, current, and future administration reports. Once payment in full is received by the contractor, the reports would be released.
- If you received only parent reports, individual student reports, and student record labels, it is likely that the district did not make a print selection resulting in the green option as the default selection.
- Students that have an invalid test will not receive valid scores. Instead the student level reports will describe the circumstance that caused the scores to be invalidated. Invalid student scores will also be excluded from the aggregate reports.

## Content Areas Assessed

The MI-Access assessments are administered each school year in two different assessment cycles: grades 3 - 8 are administered in the fall and the grade 11 assessments are administered in the spring. They cover the following content areas:

- English language arts (P/SI grades 3-8 and 11),
- Accessing Print (FI grades 3-8, and 11),
- Expressing Ideas (FI grades 4, 7, and 11),
- Mathematics (grades 3-8 and 11), and
- Science (grades 5, 8, and 11).

See table below for information on grades and administration cycles

Content Areas	Grades and Content Areas Assessed with MI-Access					
	Grade / Cycle					
	Fall					
	3rd	4th	5th	6th	7th	8th
ELA (P/SI)	X	X	X	X	X	X
Accessing Print (FI)	X	X	X	X	X	X
Expressing Ideas (FI)		X		X		X
Mathematics	X	X	X	X	X	X
Science			X		X	X

P/SI = Participation and Supported Independence

FI = Functional Independence

## Participation and Supported Independence - Scoring

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that:

- is based on the student responding correctly, and
- takes into consideration the amount of assistance needed to engage the student in the item.

The P/SI scoring rubrics are shown in the table below.

MI-Access Participation (P) and Supported Independence (SI) Scoring Rubrics			
P Score Point/Condition Code	SI Score Point/Condition Code	Term	
3	2	Responds correctly with no assessment administrator assistance	
2	1	Responds correctly after assessment administrator provides verbal/physical cues	
1	Not allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance	
A	A	Incorrect response	
B	B	Resists/Refuses	
C	C	Assessment administrator provides hand-over-hand assistance and/or step-by-step Directions	

## Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for ELA, mathematics, and science. They can be found on the MI-Access web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the BAA involved educators and other stakeholders in an intensive standard-setting process. At the end of the standard-setting session, performance level and cut scores were recommended for each grade and content-area assessment.

The recommended cut scores were presented to the Michigan State Board of Education (SBE). The SBE approved the final cut scores and performance levels.

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), content area (ELA, mathematics, or science), and grade. The tables on the next two page show the number of earned points associated with each of the performance levels for ELA, mathematics, and science by grade.

## Participation - Performance Levels and Earned Points Charts

Participation - English Language Arts – Performance Levels and Earned Points			Grade
	3	4	5
Surpassed the Performance Standard	46-60	46-60	47-60
Attained the Performance Standard	19-45	20-45	21-46
Emerging Toward the Performance Standard	0-18	0-19	0-20
			6
			7
			8
			11

Participation - Mathematics – Performance Levels and Earned Points			Grade
	3	4	5
Surpassed the Performance Standard	38-60	41-60	45-60
Attained the Performance Standard	17-37	20-40	24-44
Emerging Toward the Performance Standard	0-16	0-19	0-23
			6
			7
			8
			11

Participation - Science – Performance Levels and Earned Points			Grade
	5	8	11
Surpassed the Performance Standard	75-90	78-90	81-90
Attained the Performance Standard	24-74	25-77	49-80
Emerging Toward the Performance Standard	0-23	0-24	0-48

## Supported Independence - Performance Levels and Earned Points Charts

Supported Independence - English Language Arts – Performance Levels and Earned Points

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>11</b>
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-80	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

Supported Independence - Mathematics – Performance Levels and Earned Points

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>11</b>
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-20	

Supported Independence - Science – Performance Levels and Earned Points

	<b>5</b>	<b>8</b>	<b>11</b>
Surpassed the Performance Standard	62-68	58-68	61-68
Attained the Performance Standard	38-61	39-57	34-60
Emerging Toward the Performance Standard	0-37	0-38	0-33

## P/SI - Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access P/SI report, accompanied by a sample. The purpose of these sample reports is to show where various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

**Section C** shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

### Individual Student Reports for English Language Arts

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI English language arts (ELA) assessments. The report includes the following information:

**Section A** shows the name of the report, the assessment type (P/SI), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section D** provides the student's total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

**Section E** shows the student's score for the Expressing Ideas component of the assessment.

**Section F** shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS), and any invalid score reason descriptions.

## PARTICIPATION AND SUPPORTED INDEPENDENCE



MICHIGAN  
Department of  
**Education**

District Name: Sample District  
District Code: 99999



## INDIVIDUAL STUDENT REPORT

Participation - English Language Arts  
Grade 3  
A Fall 2012

Teacher Name: SAMPLE CLASS  
Class/Group Code: 1001  
School Name: Sample School  
School Code: 90001

B  
Student Name: STUDENT 10, SAMPLE R.  
State UIC: 8000000111  
Date of Birth: 1/1/2004  
Gender: F  
Ethnicity: White  
English Language Learner: N  
Formerly LEP: N  
SpecEd: Y

### STUDENT PERFORMANCE SUMMARY

C  
Earned/Possible Points: 38/60  
Performance Level: Attained the Performance Standard

EGLCE Code	Strand or Scoring Focus	Earned/Possible Points
	ENGLISH LANGUAGE ARTS TOTAL	38/60
	ACCESSING INFORMATION	34/36
	Word Study	18/18
R.WS.e4.P.EG01a	Using visual cues to recognize words	6/6
R.WS.e4.P.EG02a	Using semantic and syntactic cues to recognize familiar words	6/6
R.WS.e4.P.EG04a	Identifying words related to familiar environments	6/6
	Comprehension	16/18
L.CN.e4.P.EG01a	Following 1- and 2-step directions	4/6
R.CM.e4.P.EG01a	Drawing conclusions about text	6/6
R.IT.e4.P.EG01a	Identifying information in informational text	6/6
	EXPRESSING IDEAS	4/24
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	0/6
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	0/6
S.CN.e4.P.EG02a	Communicating with a variety of audiences and for different purposes	4/6
S.CN.e5.P.EG03a	Recognizing the need for appropriate voice volume in varied contexts	0/6

## Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Mathematics assessments. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS), and any invalid score reason descriptions.

**Section C** shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

**Section D** shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry and Trigonometry, (3) Measurement, (4) Numbers and Operations, and (5) Algebra and Functions for students in grades 6 through 8 and 11 taking the Supported Independence assessment.

**Section E** shows the student's total score for mathematics.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

## PARTICIPATION AND SUPPORTED INDEPENDENCE



### INDIVIDUAL STUDENT REPORT Supported Independence - Mathematics

Grade 6  
Fall 2012

District Name: Sample District  
State UIC: 8000000013  
District Code: 99999  
**B**

Student Name: STUDENT 12, SAMPLE M.  
Date of Birth: 1/1/2000  
Gender: F  
English Language Learner: N  
Formerly LEP: N  
Student ID: 100013  
Ethnicity: White  
SpecEd: Y

Teacher Name: SAMPLE CLASS  
Class/Group Code: 1001  
School Name: Sample School  
School Code: 90001

**C**  
STUDENT PERFORMANCE SUMMARY  
Earned/Possible Points: 14/60  
Performance Level: Emerging Toward the Performance Standard

EGLCIE Code	Strand or Scoring Focus	Earned/Possible Points
	<b>MATHEMATICS TOTAL</b>	<b>14/60</b>
<b>Data and Probability</b>		<b>6/8</b>
D.RE.m7.SI.EG01b	Reading and interpreting pictographs with a scale of 1	2/4
D.RE.m7.SI.EG01c	Identifying what data are needed to solve a problem	4/4
<b>Geometry</b>		<b>0/12</b>
G.GS.m4.SI.EG02AA	Identifying common two-dimensional shapes	0/4
G.TR.m8.SI.EG10a	Identifying positions of objects in space using terms describing relative position	0/4
G.TR.m8.SI.EG10a	Identifying positions of objects in space using terms describing relative position	0/4
<b>Measurement</b>		<b>4/12</b>
A.RP.m6.SI.EG10a	Comparing approximate temperatures in order to solve problems	0/4
M.UN.m6.SI.EG01a	Associating time with common events of the day	0/4
M.UN.m6.SI.EG01e	Identifying different coins and bills	4/4
<b>Numbers and Operations</b>		<b>4/24</b>
N.FL.m7.SI.EG07a	Calculating sums and/or differences	0/4
N.ME.m6.SI.EG05a	Demonstrating understanding of the phrases same as, greater than, and less than	2/4
N.ME.m6.SI.EG05c	Filling in missing numbers on a number line	0/4
N.ME.m6.SI.EG06a	Recognizing and/or naming commonly used fractions	0/4
N.ME.m6.SI.EG06a	Recognizing and/or naming commonly used fractions	0/4
N.ME.m6.SI.EG06b	Selecting appropriate numbers in order to solve problems	2/4
<b>Algebra</b>		<b>0/4</b>
A.FO.m6.SI.EG06a	Identifying the unknown component and quantity in an applied problem	0/4

Note: See reverse for additional information

Page 1 of 1

## Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access P/SI Science assessments. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS), and any invalid scores/ reason descriptions.

**Section C** shows the teacher name, the class/group code (if available), the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total possible points, and his/her performance level (either Sustained, Attained, or Emerging Toward the Performance Standard).

**Section D** shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

**Section E** shows the student's total score for science.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.



## INDIVIDUAL STUDENT REPORT

Participation - Science  
Grade 5  
Fall 2012

District Name: Sample District  
District Code: 99999

B

Student Name: **STUDENT 101, SAMPLE W.**  
State UIC: 8000000102  
Gender: M  
English Language Learner: N  
Formerly LEP: Y

Date of Birth: 1/1/2002  
Ethnicity: White  
SpecEd: Y

Student ID: 100102  
Performance Level:  
Earned/Possible Points: 55/90  
Attained the Performance Standard

EB Code	Strand or Scoring Focus	Earned/Possible Points
<b>SCIENCE TOTAL</b>		
C.CN.P.EB.I.1.e.1a	<b>Constructing New Scientific Knowledge</b> Responding to questions about the world based on observation or experience	6/6
R.RO.P.EB.II.1.e.4a	<b>Reflecting on Scientific Knowledge</b> Developing an awareness of the natural world	2/6
L.CE.P.EB.III.1.m.1ADe	<b>Using Life Science Knowledge</b> Discriminating between living and non-living things	16/30
L.OR.P.EB.III.2.e.1a	Identifying observable characteristics and/or body parts of animals	3/6
L.OR.P.EB.III.2.e.2a	Identifying plants and animals	4/6
L.OR.P.EB.III.2.e.5a	Identifying plants and animals	0/6
P.ME.P.EB.IV.1.e.2a	<b>Using Physical Science Knowledge</b> Identifying how materials are useful	3/6
P.MO.P.EB.IV.3.e.1a	Recognizing movement of objects, including the body	4/6
P.MO.P.EB.IV.3.e.1a	Recognizing movement of objects, including the body	4/6
P.WW.P.EB.IV.4.e.1a	Identifying different characteristics of sound	4/6
P.WW.P.EB.IV.4.e.3a	Identifying light sources in common activities	0/6
E.AW.P.EB.V.3.e.1a	<b>Using Earth Science Knowledge</b> Identifying appropriate activities related to weather conditions	18/18
E.GE.P.EB.V.1.e.2a	Identifying earth materials	6/6
E.HY.P.EB.V.2.e.3a	Identifying routines involving the use of water in various situations	6/6

Note: See reverse for additional information

Page 1 of 1



Michigan's Alternate Assessment Program

Teacher Name: SAMPLE CLASS  
Class/Group Code: 1001  
School Name: Sample School  
School Code: 900001

C

E

## Rosters (Class, School, District)

The MI-Access P/SI rosters for class, school, and district are identical in format. For that reason, only a Class Roster—one for ELA, one for mathematics, and one for science—are included in this guide. The reports include the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, the total number of students assessed, and the mean earned points.

**Section C** shows the teacher name, the class/group code (if available), the school name, and the school code.

**Section D** lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC), and date of birth.

**Section E** shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

**Section F** shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; each EGLCE, EHSCE, or EB assessed; the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item. Any invalid test reason descriptor would also appear in the student row if applicable.

**Section G** shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

**Section H** includes a key and information on the acronyms used on the report.

**Section I** provides an example of how an invalid test score is listed on the Roster reports.

The back page of the reports includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

PARTICIPATION AND SUPPORTED INDEPENDENCE

CLASS ROSTER		Supported Independence - English Language Arts										CLASS ROSTER	
Grade 6		Teacher Name : SAMPLE CLASS School Name : Sample School School Code : 93001										Grade 6	
Fall 2012		Assessing Information										Fall 2012	
Assessing Information		Expressing Ideas										Expressing Ideas	
Performance Level		Total										Total	
Word Study		Assessing Information										Assessing Ideas	
Mean Earned Points: 45		Total										Total	
10 / 10		Total										Total	
<b>E</b>		Student Information										Student Information	
<b>D</b>		STUDENT 12, SAMPLE M FEB 17/2000 SCHOOL: 93000013										STUDENT 12, SAMPLE M FEB 17/2000 SCHOOL: 93000013	
<b>C</b>		STUDENT 13, SAMPLE E A MAY 17/1991										STUDENT 13, SAMPLE E A MAY 17/1991	
<b>B</b>		STUDENT 14, SAMPLE S FEB 17/2000 SCHOOL: 93000013										STUDENT 14, SAMPLE S FEB 17/2000 SCHOOL: 93000013	
<b>A</b>		STUDENT 15, SAMPLE L JULY 17/1999										STUDENT 15, SAMPLE L JULY 17/1999	
<b>H</b>		STUDENT 16, SAMPLE S FEB 17/2000 SCHOOL: 93000013										STUDENT 16, SAMPLE S FEB 17/2000 SCHOOL: 93000013	
<b>G</b>		STUDENT 17, SAMPLE J JULY 17/1999										STUDENT 17, SAMPLE J JULY 17/1999	
<b>F</b>		STUDENT 18, SAMPLE S JULY 17/1999										STUDENT 18, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 19, SAMPLE S JULY 17/1999										STUDENT 19, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 20, SAMPLE S JULY 17/1999										STUDENT 20, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 21, SAMPLE R JULY 17/1999										STUDENT 21, SAMPLE R JULY 17/1999	
<b>B</b>		STUDENT 22, SAMPLE L JULY 17/1999										STUDENT 22, SAMPLE L JULY 17/1999	
<b>A</b>		STUDENT 23, SAMPLE J JULY 17/1999										STUDENT 23, SAMPLE J JULY 17/1999	
<b>G</b>		STUDENT 24, SAMPLE S JULY 17/1999										STUDENT 24, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 25, SAMPLE S JULY 17/1999										STUDENT 25, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 26, SAMPLE S JULY 17/1999										STUDENT 26, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 27, SAMPLE S JULY 17/1999										STUDENT 27, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 28, SAMPLE S JULY 17/1999										STUDENT 28, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 29, SAMPLE S JULY 17/1999										STUDENT 29, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 30, SAMPLE S JULY 17/1999										STUDENT 30, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 31, SAMPLE S JULY 17/1999										STUDENT 31, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 32, SAMPLE S JULY 17/1999										STUDENT 32, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 33, SAMPLE S JULY 17/1999										STUDENT 33, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 34, SAMPLE S JULY 17/1999										STUDENT 34, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 35, SAMPLE S JULY 17/1999										STUDENT 35, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 36, SAMPLE S JULY 17/1999										STUDENT 36, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 37, SAMPLE S JULY 17/1999										STUDENT 37, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 38, SAMPLE S JULY 17/1999										STUDENT 38, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 39, SAMPLE S JULY 17/1999										STUDENT 39, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 40, SAMPLE S JULY 17/1999										STUDENT 40, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 41, SAMPLE S JULY 17/1999										STUDENT 41, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 42, SAMPLE S JULY 17/1999										STUDENT 42, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 43, SAMPLE S JULY 17/1999										STUDENT 43, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 44, SAMPLE S JULY 17/1999										STUDENT 44, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 45, SAMPLE S JULY 17/1999										STUDENT 45, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 46, SAMPLE S JULY 17/1999										STUDENT 46, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 47, SAMPLE S JULY 17/1999										STUDENT 47, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 48, SAMPLE S JULY 17/1999										STUDENT 48, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 49, SAMPLE S JULY 17/1999										STUDENT 49, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 50, SAMPLE S JULY 17/1999										STUDENT 50, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 51, SAMPLE S JULY 17/1999										STUDENT 51, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 52, SAMPLE S JULY 17/1999										STUDENT 52, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 53, SAMPLE S JULY 17/1999										STUDENT 53, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 54, SAMPLE S JULY 17/1999										STUDENT 54, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 55, SAMPLE S JULY 17/1999										STUDENT 55, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 56, SAMPLE S JULY 17/1999										STUDENT 56, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 57, SAMPLE S JULY 17/1999										STUDENT 57, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 58, SAMPLE S JULY 17/1999										STUDENT 58, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 59, SAMPLE S JULY 17/1999										STUDENT 59, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 60, SAMPLE S JULY 17/1999										STUDENT 60, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 61, SAMPLE S JULY 17/1999										STUDENT 61, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 62, SAMPLE S JULY 17/1999										STUDENT 62, SAMPLE S JULY 17/1999	
<b>C</b>		STUDENT 63, SAMPLE S JULY 17/1999										STUDENT 63, SAMPLE S JULY 17/1999	
<b>B</b>		STUDENT 64, SAMPLE S JULY 17/1999										STUDENT 64, SAMPLE S JULY 17/1999	
<b>A</b>		STUDENT 65, SAMPLE S JULY 17/1999										STUDENT 65, SAMPLE S JULY 17/1999	
<b>G</b>		STUDENT 66, SAMPLE S JULY 17/1999										STUDENT 66, SAMPLE S JULY 17/1999	
<b>F</b>		STUDENT 67, SAMPLE S JULY 17/1999										STUDENT 67, SAMPLE S JULY 17/1999	
<b>E</b>		STUDENT 68, SAMPLE S JULY 17/1999										STUDENT 68, SAMPLE S JULY 17/1999	
<b>D</b>		STUDENT 69, SAMPLE S JULY 17/1999											

## Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by assessment type, year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a School Summary Report for mathematics—is included in this guide.

The report includes the following information:

**Section A** includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code.

**Section C** shows the school name and code.

**Section D** shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

**Section E** shows the number and percent of students that earned points in particular score ranges. This chart is called a frequency distribution chart and graphically displays student performance by achievement levels.

The back page of the report includes the performance levels students can achieve, a description of how students are scored, and the relevant scoring rubric.

## PARTICIPATION AND SUPPORTED INDEPENDENCE



### SCHOOL SUMMARY REPORT Supported Independence - Mathematics Grade 7 Fall 2012

District Name: Sample District 2    B  
District Code: 99998



Michigan's Alternate Assessment Program

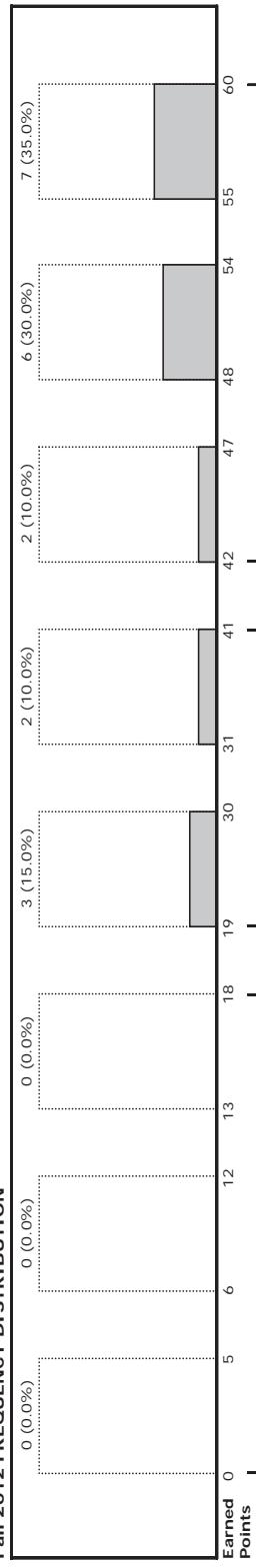
School Name: Sample School 2  
School Code: 80002    C

#### D ACHIEVEMENT

Year	No. of Valid Scores	Mean Earned Points	Number and Percent of Students			
			Emerging #	%	Attained #	%
2012	20	47	0	0.0	5	25.0
2011	N/A	N/A	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

#### E

#### Fall 2012 FREQUENCY DISTRIBUTION



NA = Not Applicable    \* < 10 students assessed  
Note: See reverse for additional information

Page 1 of 1

## Demographic Reports (School, District and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from the Michigan Student Data System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Demographic Report is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

**Section B** shows the name of the district and the district code.

**Section C** includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

**Section D** shows the total number of students assessed and the mean earned points for each group by content area.

**Section E** shows the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard) by content area.

The back page of the report includes the performance levels students can achieve.



MICHIGAN  
Department of  
**Education**

District Name: Sample District 2  
District Code: 99998

**B**

**DISTRICT DEMOGRAPHIC REPORT**  
**Participation**  
**Grade 5**  
**Fall 2012**

**A**

English Language Arts							Mathematics									
	No. of Valid Scores	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%	No. of Valid Scores	Mean Earned Points	Emerging #	%	Attained #	%	Surpassed #	%
<b>District</b>																
All Students	28	29	10	35.7	11	39.3	7	25.0	28	30	9	32.1	10	35.7	9	32.1
<b>Gender</b>																
Male	15	26	6	40.0	7	46.7	2	13.3	15	26	6	40.0	6	40.0	3	20.0
Female	13	32	4	30.8	4	30.8	5	38.5	13	35	3	23.1	4	30.8	6	46.2
<b>Ethnicity</b>																
American Indian or Alaska Native	<b>D</b>	*	*	*	*	*	*	*	<b>D</b>	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	20	29	7	35.0	7	<b>E</b> 0	6	30.0	20	29	7	35.0	<b>E</b> 35.0	6	30.0	
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Hispanic of Any Race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
<b>Additional Reporting Groups</b>																
Economically Disadvantaged: Yes	14	31	4	28.6	6	42.9	4	28.6	14	35	3	21.4	6	42.9	5	35.7
Economically Disadvantaged: No	14	27	6	42.9	5	35.7	3	21.4	14	25	6	42.9	4	28.6	4	28.6
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
English Language Learners: No	28	29	10	35.7	11	39.3	7	25.0	28	30	9	32.1	10	35.7	9	32.1
Formerly Limited English Proficient Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

\* < 10 students assessed

Page 1 of 2

Note: See reverse for additional information



Michigan's Alternative Assessment Program

## Item Analysis Report for English Language Arts (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAA) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

number of valid scores in the report.

**Section C** provides the scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

**Section D** shows the percentage of students who received a score point or condition code for each item(s).

Since the format of the English Language Arts (ELA) school, district, and state reports is similar, only the District Item Analysis Report for ELA is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total

**Section E** shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

**Section F** is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.



**DISTRICT ITEM ANALYSIS REPORT**  
 Participation - English Language Arts  
**Grade 3**  
**Fall 2012**

District Name: Sample District 2  
 District Code: 99998

No. of Valid Scores: 19

ASSESSMENT COMPONENT	Strand Scoring Focus	EGLCE Code	Percent of Students at Each Score						PAA/SAA Consistency
			0 %	1 %	2 %	3 %	4 %	5 %	
<b>ACCESSING INFORMATION</b>									
<b>Word Study</b>					<b>D</b>				
Using visual cues to recognize words	R, WS,e4,P,EG01a	52.6	0.0	5.3	0.0	15.8	0.0	26.3	100
Using semantic and syntactic cues to recognize familiar words	R, WS,e4,P,EG02a	63.2	5.3	5.3	0.0	21.1	0.0	5.3	94.7
Identifying words related to familiar environments	R, WS,e4,P,EG04a	52.6	0.0	5.3	0.0	5.3	0.0	36.8	100
<b>Comprehension</b>									
Following 1- and 2-step directions	L,CN,e4,P,EG01a	63.2	0.0	0.0	21.1	0.0	15.8	0.0	100
Drawing conclusions about text	R, CM,e4,P,EG01a	42.1	0.0	15.8	0.0	5.3	0.0	36.8	100
Identifying informational text	R, IT,e4,P,EG01a	57.9	0.0	5.3	0.0	10.5	0.0	26.3	100
<b>Expressing Ideas</b>									
Communicating with a variety of audiences and for different purposes	S,CN,e4,P,EG02a	57.9	0.0	5.3	0.0	10.5	0.0	26.3	94.7
Communicating with a variety of audiences and for different purposes	S,CN,e4,P,EG02a	31.6	0.0	10.5	0.0	26.3	0.0	31.6	100
Communicating with a variety of audiences and for different purposes	S,CN,e4,P,EG02a	36.8	0.0	10.5	0.0	26.3	0.0	26.3	100
Recognizing the need for appropriate voice volume in varied contexts	S,CN,e5,P,EG03a	21.1	0.0	5.3	0.0	10.5	0.0	63.2	100

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators  
 Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators  
 Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

**F**

Note: See reverse for additional information

## Item Analysis Report for Mathematics (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and EGLCEs/EHSCEs. The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAA) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

**Section B** shows the district name, the district code, and the total number of valid scores in the report.

**Section C** provides the scoring focus for the items that are being presented by strand. Then, it shows the code for the EGLCE or EHSCE assessed. The scoring focus links item(s) directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the test.

**Section D** shows the percentage of students who received a score point or condition code for each EGLCE or EHSCE.

Since the format of the mathematics school, district, and state reports is similar, only the District Item Analysis Report for mathematics is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section E** shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

**Section F** is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.



## DISTRICT ITEM ANALYSIS REPORT

**Supported Independence - Mathematics**

**Grade 5**

**Fall 2012**

District Name: Sample District 2  
 District Code: 99998

No. of Valid Scores: 17



Michigan's Alternate Assessment Program

Strand Scoring Focus	C	EGLCE Code	Percent of Students at Each Score				PAA/SAA Consistency		
			0 %	1 %	2 %	3 %	4 %	Agree %	Adjacent %
<b>Data and Probability</b>									
Following complete or partial daily routine patterns		D.RE-e4.SI.EG02a	0.0	0.0	17.8	88.2	100	0.0	0.0
Identifying what data are needed to solve a problem		D.RE-e4.SI.EG03a	5.9	0.0	17.6	0.0	76.5	100	0.0
<b>Geometry</b>									
Identifying common two-dimensional shapes		G.GS-e4.SI.EG02a	0.0	0.0	0.0	0.0	100	100	0.0
Identifying positions of objects in space using terms describing relative position		G.LO-e1.SI.EG02AA	41.2	0.0	11.8	0.0	47.1	100	0.0
Matching objects to their outlines		G.SR-e4.SI.EG03a	5.9	0.0	5.9	0.0	88.2	100	0.0
Demonstrating knowledge of routes used to navigate the school		G.TR-e4.SI.EG05a	0.0	0.0	0.0	0.0	100	100	0.0
<b>Measurement</b>									
Measuring volume using cups		M.UN-e4.SI.EG01c	29.4	0.0	0.0	0.0	70.6	100	0.0
Matching a specified coin to another of the same denomination within a group		M.UN-e4.SI.EG01e	5.9	0.0	11.8	0.0	82.4	100	0.0
<b>Numbers and Operations</b>									
Selecting appropriate numbers to solve problems and calculate a sum or difference		N.FL-e4.SI.EG08b	41.2	0.0	17.6	0.0	41.2	94.1	0.0
Demonstrating understanding of the terms same and more		N.ME-e4.SI.EG01a	29.4	0.0	23.5	0.0	47.1	94.1	0.0
Counting up to 20 using whole numbers		N.ME-e4.SI.EG01b	47.1	5.9	29.4	0.0	17.6	94.1	0.0
Counting up to 20 using whole numbers		N.ME-e4.SI.EG01b	47.1	0.0	5.9	0.0	47.1	94.1	0.0
Using ordinal terms to identify position in a sequence and/or complete a sequence		N.ME-e4.SI.EG01d	0.0	0.0	35.3	0.0	64.7	94.1	0.0
Identifying the difference between whole and half		N.ME-e4.SI.EG20a	23.5	0.0	11.8	0.0	64.7	94.1	0.0
Creating and/or extending simple patterns		N.MR-e4.SI.EG07a	11.8	5.9	11.8	0.0	70.6	94.1	0.0

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators  
 Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators  
 Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

F

## Item Analysis Report for Science (School, District and State)

Item analysis reports provide aggregated performance data on the assessment items by test components and Extended Benchmarks (EB). The reports can be used by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. The reports also show the degree to which Primary and Shadow Assessment Administrators (PAA/SAA) agree in giving students the same scores or condition codes (referred to in this report as PAA/SAA Consistency). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of valid scores in the report.

**Section C** provides scoring focus for the items that are being presented by assessment component. Then, it shows the code for the EB assessed. The scoring focus links item(s) directly to the EB being measured and describes what assessment administrators were looking for while administering the test.

**Section D** shows the percentage of students who received a score point or condition code for each EB(s).

**Section E** shows the percent of consistency between the Primary and Shadow Assessment Administrators scores.

**Section F** is a footnote that provides an explanation of the scoring consistency between the Primary and Shadow Assessment Administrators.

The back page of the report includes a description of how students are scored, and the relevant scoring rubric.

## PARTICIPATION AND SUPPORTED INDEPENDENCE



### DISTRICT ITEM ANALYSIS REPORT

**Participation - Science**  
**Grade 5**  
**Fall 2012**

District Name: Sample District 2  
 District Code: 99998

No. of Valid Scores: 14

B

Strand	Scoring Focus	EB Code	Percent of Students at Each Score						PAA/SAA Consistency		
			0 %	1 %	2 %	3 %	4 %	5 %	6 %	Agree %	Adjacent %
<b>Constructing New Scientific Knowledge</b>											
Responding to questions about the world based on observation or experience	C.CN.P.EB.I.1.e.1a	42.9	0.0	0.0	0.0	0.0	14.3	0.0	42.9	100	0.0
<b>Reflecting on Scientific Knowledge</b>											
Developing an awareness of the natural world	R.RO.P.EB.II.1.e.4a	57.1	0.0	7.1	0.0	0.0	0.0	0.0	35.7	100	0.0
<b>Using Life Science Knowledge</b>											
Discriminating between living and non-living things	L.CE.P.EB.III.1.m.1ADDe	57.1	0.0	0.0	0.0	7.1	0.0	35.7	100	0.0	0.0
Identifying observable characteristics and/or body parts of animals	L.OR.P.EB.III.2.e.1a	28.6	0.0	0.0	0.0	7.1	0.0	64.3	100	0.0	0.0
Identifying plants and animals	L.OR.P.EB.III.2.e.2a	28.6	0.0	0.0	0.0	7.1	0.0	64.3	100	0.0	0.0
Identifying plants and animals	L.OR.P.EB.III.2.e.2a	64.3	0.0	7.1	0.0	0.0	0.0	28.6	100	0.0	0.0
Identifying edible plants	L.OR.P.EB.III.2.e.5a	21.4	0.0	0.0	0.0	21.4	0.0	57.1	100	0.0	0.0
<b>Using Physical Science Knowledge</b>											
Identifying how materials are useful	P.ME.P.EB.IV.1.e.2a	50.0	0.0	0.0	0.0	7.1	0.0	42.9	100	0.0	0.0
Recognizing movement of objects, including the body	P.MO.P.EB.IV.3.e.1a	35.7	0.0	0.0	0.0	7.1	0.0	57.1	100	0.0	0.0
Recognizing movement of objects, including the body	P.MO.P.EB.IV.3.e.1a	57.1	0.0	0.0	0.0	7.1	0.0	35.7	100	0.0	0.0
Identifying different characteristics of sound	P.WW.P.EB.IV.4.e.1a	42.9	0.0	28.6	0.0	14.3	0.0	14.3	100	0.0	0.0
Identifying light sources in common activities	P.WW.P.EB.IV.4.e.3a	35.7	0.0	0.0	0.0	14.3	0.0	50.0	100	0.0	0.0
<b>Using Earth Science Knowledge</b>											
Identifying appropriate activities related to weather conditions	E.AW.P.EB.V.3.e.1a	35.7	0.0	0.0	0.0	21.4	0.0	42.9	100	0.0	0.0
Identifying earth materials	E.GE.P.EB.V.1.e.2a	28.6	0.0	0.0	0.0	21.4	0.0	50.0	100	0.0	0.0
Identifying routines involving the use of water in various situations	E.HY.P.EB.V.2.e.3a	35.7	0.0	0.0	0.0	14.3	0.0	50.0	100	0.0	0.0

Agree % - Percentage of ratings that receive the same score point or condition code from the Primary and Shadow Assessment Administrators  
 Adjacent % - Percentage of ratings that differ by one score point from the Primary and Shadow Assessment Administrators  
 Non-Adjacent % - Percentage of ratings that differ by more than one score point or those that do not receive the same condition codes from the Primary and Shadow Assessment Administrators

F

Note: See reverse for additional information

## Parent Reports

Parent reports, which include an introductory letter from the state Superintendent, are designed to provide individual student assessment information to the parents or guardians of each student assessed. Parent reports should be distributed to parents or guardians as soon as possible after receiving them. The MI-Access P/SI Parent Reports include the following information:

event scoring rubric.

**Section A** shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

**Section B** provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS).

**Section E** provides detailed information on the components of the English language arts (ELA) assessment, and how the student performed by assessment component and overall.

**Section F** provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

**Section G** provides detailed information on the strands included in the Science assessment, and how the student performed by assessment strand and overall. For this example the student did not have a valid test score and a message is displayed to contact the school for further information.

For any reason that a student did not receive a valid score on any subject a discrete message will be displayed in section E, F, and G, instructing parents to contact the school for further information. If the student was not assessed in a specific subject a message will also be displayed accordingly.

**Section D** provides detailed information on the P/SI assessments, a description of how they are scored, and information on the rel-

## PARTICIPATION AND SUPPORTED INDEPENDENCE



### GENERAL INFORMATION ABOUT THE MI-ACCESS PARTICIPATION ASSESSMENTS

The Mi-Access Participation assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of items for question formats: (1) activity-based observation where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are asked a question and asked to select the correct response from two picture answer choices. To the maximum extent possible, D, items – regardless of their format – reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously and independently observed and scored by two scorers: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SA). A student may receive a score point (1, 2, or 3) or a condition code (A, B, or C). The rubric that is used to determine what score or code a student receives is based on the student responding correctly and takes into consideration the amount of assistance required to engage him or her in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

### ENGLISH LANGUAGE ARTS

The Mi-Access Participation ELA Assessment has two components: Accessing Information, which includes word study and reading comprehension, and Expressing ideas. In the Accessing Information portion of the ELA assessment, students are asked to:

- (1) identify familiar words using print, pictures, and/or objects;
- (2) demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing. The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your child's ELA scores.

Content Area		Earned/Possible Points	Fall 2012 Performance Level
ELA		32/60	Attained the Performance Standard
Mathematics		38/60	Attained the Performance Standard
Science		No Valid Test Score	

C

Parents/guardians and teachers have a greater chance of helping students succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my student's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my student need additional work?
- What opportunities does my student receive as part of daily instruction that relate to the content that was assessed?

The following page of this report describes the assessments administered at your student's grade level and provides details about your student's performance on these assessments. We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan  
Superintendent of Public Instruction  
State of Michigan

G  
NO VALID TEST SCORE  
CONTACT YOUR SCHOOL FOR FURTHER INFORMATION

The Mi-Access Participation mathematics assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8, and science in grades 5 and 8. They use two types of items for question formats: (1) activity-based observation where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are asked a question and asked to select the correct response from two picture answer choices. To the maximum extent possible, D, items – regardless of their format – reflect the real-world contexts of daily living, community experience, and/or employment.

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Performance by Assessment Component	
Earned/ Possible Points	E
ACCESsing INFORMATION (A1)	
WORD STUDY	12/18
COMPREHENSION	12/18
TOTAL (A1)	24/36
EXPRESSING IDEAS (E1)	
TOTAL (A1 + E1)	32/40

Performance by Assessment Strand	
Earned/ Possible Points	F
DATA AND PROBABILITY	0/6
GEOMETRY	14/24
MEASUREMENT	12/12
NUMBERS AND OPERATIONS	12/18
TOTAL	36/60

## Comprehensive Reports (Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

**Section B** shows the name and code of the ISD.

**Section C** lists the districts for which data are reported.

**Section D** shows the total number of students assessed and the mean earned points for each district by content area.

School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 10 or more students in the same district take part in the same assessment.

Since District Comprehensive Reports are not provided for P/SI, only the ISD Comprehensive Report is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

**Section E** shows, by content area, the number of students assessed, mean earned points, and the number plus the percentage of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level.

## PARTICIPATION AND SUPPORTED INDEPENDENCE



ISD Name: Demo ISD  
ISD Code: 99

B

### ISD COMPREHENSIVE REPORT

Supported Independence  
Grade 8  
Fall 2012

A

C	English Language Arts			Mathematics			Science		
	No. of Valid Scores	Mean Earned Points	# and % Emerging	No. of Valid Scores	Mean Earned Points	# and % Emerging	No. of Valid Scores	Mean Earned Points	# and % Emerging
Sample District (99999)	41	43	8 19.5%	14 34.1%	19 46.3%	41	40	4 9.8%	17 41.5%
Sample District 2 (99998)	50	47	6 12.0%	13 26.0%	31 62.0%	50	44	2 4.0%	19 38.0%

\* < 10 valid scores

Page 1 of 1

## Student Record Labels

Student Record Labels are included in School Results Folders for every student who participated in the MI-Access P/SI ELA, mathematics, and science assessments. They include the following information:

**Section A** shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

**Section B** includes the student's name, the school name and code, the district name and code, the student's state UIC, the student's school ID, and other identifying information.

**Section C** shows the student's total earned points out of the total possible points (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard). The performance level change is also indicated when available.

**Section D** shows an example of an invalid test score descriptor where a student was tested in a different grade than he/she was enrolled.

 <b>MICHIGAN</b> <b>Department of</b> <b>Education</b>	<b>Participation</b> <b>Grade 5</b> <b>Fall 2012</b>		 <b>MI-Access</b> <small>Michigan Alternate Assessment Program</small>																
	<b>PME GRADE</b>	<b>B</b>																	
	<b>SCORE 50</b>																		
	School:	MI-Access Participation School 02 (09904)	Stu ID:																
	District:	Report Demo District (9990)																	
	State UIC:	2000050061	Date of Birth: 01/20/1996																
			Gender: M																
	<table border="1"> <thead> <tr> <th></th> <th><b>Earned/Possible</b></th> <th><b>Perf. Level</b></th> <th><b>Perf. Level Change</b></th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>32/60</td> <td>Attained</td> <td></td> </tr> <tr> <td>Mathematics</td> <td>38/60</td> <td>Attained</td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td><b>D</b></td> </tr> </tbody> </table>				<b>Earned/Possible</b>	<b>Perf. Level</b>	<b>Perf. Level Change</b>	ELA	32/60	Attained		Mathematics	38/60	Attained		Science			<b>D</b>
	<b>Earned/Possible</b>	<b>Perf. Level</b>	<b>Perf. Level Change</b>																
ELA	32/60	Attained																	
Mathematics	38/60	Attained																	
Science			<b>D</b>																

## MI -Access Functional Independence

### Scoring

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas assessment (grades 4, 7, and 11 only) where they can earn up to 4 points for their response to the prompt.

The score for each item (excluding expressing ideas) are added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Scale scores and performance levels are computed for Accessing Print (AP), mathematics, and science. Scale scores are not computed for Expressing Ideas (EI) as there are not enough points to determine scale scores or performance levels for these assessments. The minimum and maximum FI scores may also vary from year to year; however, the cuts between the performance levels remain the same.

### Performance Levels

There are three performance levels a student can achieve on the MI -Access Functional Independence assessments:

1. Surpassed the Performance Standard,
2. Attained the Performance Standard, or
3. Emerging Toward the Performance Standard.

Each student who receives the same total earned points in a given year on a particular assessment will have the same total performance level. However, students who have the same total earned points on a particular assessment in consecutive years may not have the same scale score or performance levels since assessments in consecutive years may differ slightly in difficulty. These slight differences in difficulty between assessments are controlled during the process used to create scale scores each year. The scale scores and performance levels are comparable and designed to have the same meaning across years.

### Explaining MI -Access Scale Scores

Performance Level Descriptors (PLDs) explain in detail what students need to do to achieve each of the three levels for accessing print, mathematics, and science. Performance level descriptors are not available for Expressing Ideas. They can be found on the MI -Access Web page ([www.mi.gov/mi-access](http://www.mi.gov/mi-access)).

## Performance Level Change

In addition to receiving a scale score and a performance level, information is provided on

1. where a student's scale score fell within the performance level (at the high, middle, or low end); and
2. how his/her performance level changed from one year to the next.

The table below shows how performance level change is determined.

There are 8 different performance level mini-categories that a student's scale score can fall into and 5 different transitions (Significant Improvement, Improvement, Maintaining, Decline, and Significant Decline) that student's can make from one grade to the next. Performance level change is computed only in grades 4 - 8 in math and assessing print. Year-to-year data is not available to compute changes in any other content areas or grades.

Functional Independence Performance Level Change - Summary						
Previous Year MI -Access Performance Level	Current Year MI -Access Performance Level			Surpassed		
	Emerging	Attained	High	Low	Mid	High
Emerging	Low	M	I	I	SI	SI
	Mid	D	M	I	SI	SI
	High	D	D	I	SI	SI
Attained	Low	SD	D	M	I	SI
	High	SD	D	D	M	I
	Low	SD	SD	D	D	I
Surpassed	Mid	SD	SD	SD	D	M
	High	SD	SD	SD	D	M

SI = Significant Improvement, I = Improvement, M = Maintaining, D = Decline, SD = Significant Decline

## Item Descriptors

The BAA made the decision in 2010 to discontinue the practice of releasing MI-Access operational assessment items. Released items have been replaced by item descriptors. There is a column on the Item Analysis reports that references the Item Descriptor numbers. The reference numbers on the reports direct users to the specific item in the Item Descriptor Booklets. The Item Descriptors are assembled into a booklet format similar to the practice of released items.

MI-Access Item Descriptor Booklets are available for each grade level for FI Mathematics and FI Science beginning with the Fall 2010 administration. The booklets provide a general description of each operational item, an indication of which response was the correct response, a description of the distractors, and includes a description of why each distractor was an incorrect response. The purpose of item descriptors is to provide educators with instructionally-relevant data about student performance on state assessments. These documents can be found at the MI-Access web page.

For FI Accessing Print and Expressing Ideas, the item descriptor booklets contain sample word study items, sample passages, passage-specific items, and sample expressing ideas prompts. This

document is a compilation of prior released items for grades 3-8 and 11, encompassing several prior administrations. The FI Accessing Print and Expressing Ideas item descriptors can be found on the MI-Access web page [www.mi.gov/mi-access](http://www.mi.gov/mi-access)

## Invalid Test Score Descriptors

The MI-Access FI reports will reflect descriptors of invalid test scores on the student level reports for the first time this year. In the past administrations the invalid tests were not included in the student level reporting and excluded from all aggregated reports as well. The invalid reasons will appear on the Individual Student Reports, Roster reports, Student Record Label and the Parent report. The Parent report will be less specific however, a discrete message will instruct parents and/or guardians to contact their child's school for further information. Invalid reasons include, tested in incorrect grade, not enrolled in special education program, non-standard accommodations, prohibitive behavior, missing administrator scores, missing MSDS data, misadministrations, and incident reports. The reason descriptors will better inform results found in the reports.

## FI Sample Reports and Descriptions

This section of the guide includes a written description of each MI-Access FI report, accompanied by a sample. The purpose of these sample reports is to show how various components of assessment data will appear. Any student names that appear in these reports are fictitious and for sampling purposes only.

### Individual Student Reports for Accessing Print and Expressing Ideas

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence accessing print (AP) and/or expressing ideas (EI) assessment. The report includes the following information:

**Section A** shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS). This section will also display specific accommodations used for AP and EI individ-

ually and any invalid test reason descriptor.

**Section C** shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total possible points; his/her scale score; his/her performance level for the current year; and, if applicable his/her performance level for the previous year along with his/her performance level change.

**Section D** provides the student scores for part one and two of the Accessing Print assessment. These include scores for word recognition, and each text comprehension items.

**Section E** shows the student's score for the Expressing Ideas assessment. The score will either be a number (1-4) or a letter (A-D) to indicate the reason why the response did not receive a score (available in grades 4, 7 and 11 only).

The back page of the report includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) descriptions of the Expressing Ideas condition and comment codes (grades 4, 7 and 11 only).



## INDIVIDUAL STUDENT REPORT

**Functional Independence - Assessing Print and Expressing Ideas**

**Grade 4**  
**Fall 2012**

District Name: Sample District 2  
State UIC: 8000000001  
District Code: 99998

**A****B****STUDENT 30, SAMPLE J.**

Date of Birth: 1/1/2002  
Ethnicity: White  
Gender: F  
English Language Learner: N  
Accessing Print Accommodations: Reader  
Expressing Ideas Accommodations: Scribe

Student ID: 1000001

SpecEd: Y



Michigan's Alternate Assessment Program

TM

**C**

Teacher Name:  
Class/Group Code:  
School Name: Sample School 4  
School Code: 80004

**E****STUDENT PERFORMANCE SUMMARY: ACCESSING PRINT**

3/4

**EXPRESSING IDEAS**

3/4

Earned/Possible Points: 18/41  
Scale Score: 23/35  
Performance Level 2012: Emerging Toward the Performance Standard (High)  
Performance Level 2011: Surpassed the Performance Standard (High)  
Performance Level Change: Significant Decline

EGLCE Code	D	STRAND or Abbreviated EGLCE Descriptor	Earned/Possible Points
<b>ACCESSING PRINT</b>			
R.WS.03.FI.EG05	PART 1 - WORD RECOGNITION	Recognize frequently encountered words	7/20
<b>PART 2 - TEXT COMPREHENSION</b>			
R.CM.03.FI.EG01	Narrative Passage	Make inferences, predictions, and conclusions	6/7
R.CM.03.FI.EG02	R.NT.03.FI.EG02	Identify main ideas and details	1/1
R.NT.03.FI.EG02	R.WS.03.FI.EG08	Identity story elements	2/3
R.WS.03.FI.EG08	Use context clues		2/2
<b>Informational Passage</b>			
R.CM.03.FI.EG01	R.CM.03.FI.EG02	Make inferences, predictions, and conclusions	1/1
R.CM.03.FI.EG02	R.IT.03.FI.EG03	Identify main ideas and details	0/1
R.IT.03.FI.EG03	R.WS.03.FI.EG08	Identify author's purpose and his/her use of text features	0/1
R.WS.03.FI.EG08	Use context clues		0/1
<b>Functional Passage</b>			
R.CM.03.FI.EG01	R.CM.03.FI.EG02	Make inferences, predictions, and conclusions	0/1
R.CM.03.FI.EG02	R.IT.03.FI.EG03	Identify main ideas and details	2/4
R.IT.03.FI.EG03	R.WS.03.FI.EG08	Identify author's purpose and his/her use of text features	1/1
R.WS.03.FI.EG08	Use context clues		1/1
<b>EXPRESSING IDEAS</b>			
W.GN.03.FI.EG01	Write/draw personal narrative		3/4

Note: See reverse for additional information

Page 1 of 1

## Individual Student Reports for Mathematics

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence mathematics assessment. The report includes the following information:

- Geometry
- Data Analysis
- Number Sense and Numeration
- Measurement
- Numeric and Algebraic Operations (Grade 8)
- Algebra and Patterns and Relationships (Grade 11)

**Section A** shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the Michigan Student Data System (MSDS). This section will also display specific accommodations used individually and any invalid test reason descriptor.

**Section C** shows the teacher name, class/group code (if available), school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

**Section D** shows the student's score for questions that relate to:

- **Section E** shows the student's earned/possible points for mathematics.
- **Section F** is the student's individual responses to items by EGLCE or EB; an abbreviated descriptor of the EGLCE or EB; and earned to possible points summary.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.



# INDIVIDUAL STUDENT REPORT

Functional Independence - Mathematics  
Grade 4  
Fall 2012

District Name: Sample District 2  
District Code: 99998

**B**

Student Name: STUDENT 30, SAMPLE J.  
State UIC: 8000000001 Date of Birth: 1/1/2002  
Gender: F Ethnicity: White  
English Language Learner: N Formerly LEP: N  
Accommodations: Reader

**E**

## STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 16/30

Scale Score: 2.399

Performance Level 2012: Emerging Toward the Performance Standard (High)

Performance Level 2011: Surpassed the Performance Standard (Low)

**E**

## EGLCE Code

## D

## Strand or Abbreviated EGLCE Descriptor

## EGLCE Code

## D

## Strand or Abbreviated EGLCE Descriptor

## EGLCE Code

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## EGLCE Code

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## Strand or Abbreviated EGLCE Descriptor

## EGLCE Code

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## EGLCE Code

## Individual Student Reports for Science

An Individual Student Report is provided for every student who takes part in the MI-Access Functional Independence science assessment. The report includes the following information:

4. Using Physical Science Knowledge
5. Using Earth Science Knowledge

Student responses are also reported by EB, strand and abbreviated descriptors and earned/possible points.

**Section A** shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS). This section will also display specific accommodations used and any invalid test reason descriptor.

**Section C** shows the teacher name, class/group code (if available), school name, and school code.

**Section D** shows the student's score for questions that relate to:

1. Constructing New Scientific Knowledge
2. Reflecting on Scientific Knowledge
3. Using Life Science Knowledge



## INDIVIDUAL STUDENT REPORT

Functional Independence - Science  
Grade 5  
Fall 2012

District Name: Sample District  
District UIC: 800000041  
District Code: 99999

B

### STUDENT 40, SAMPLE J.

Student Name: STUDENT 40, SAMPLE J.  
Student ID: 100041  
Date of Birth: 1/1/2001  
Gender: M  
Ethnicity: White  
English Language Learner: N  
Formerly LEP: N  
Accommodations: Audio

A

### STUDENT PERFORMANCE SUMMARY

Earned/Possible Points: 9/35  
Scale Score: 2455  
Performance Level: E  
Emerging Toward the Performance Standard

C

Teacher Name: SAMPLE CLASS  
Class/Group Code: 1001  
School Name: Sample School  
School Code: 90001



Michigan's Alternate Assessment Program

EB Code	D	Strand or Abbreviated EB Descriptor	Earned/Possible Points	EB Code	Strand or Abbreviated EB Descriptor	Earned/Possible Points
<b>SCIENCE TOTAL</b>						
			9 / 35			1 / 12
		<b>Constructing New Scientific Knowledge</b>			<b>Using Physical Science Knowledge</b>	
C.CN.FI.EB.I.1.e.1a		Identify and/or generate questions about the world based on observation	1 / 2	P.CM.FI.EB.IV.2.e.1a	Identify common physical changes in matter	0 / 1
C.CN.FI.EB.I.1.e.5a		Identify and/or use various sources of scientific information	0 / 1	P.CM.FI.EB.IV.2.e.2a	Prepare mixtures and separate them into their component parts	1 / 3
F		<b>Reflecting on Scientific Knowledge</b>		P.ME.FI.EB.IV.1.e.1a	Classify common objects and substances	0 / 1
R.RO.FI.EB.II.1.e.3a		Identify ways in which technology is used in everyday life	1 / 2	P.ME.FI.EB.IV.1.e.2a	Identify properties of materials that make them useful	0 / 1
L.EC.FI.EB.III.5.e.1a		<b>Using Life Science Knowledge</b>	3 / 13	P.ME.FI.EB.IV.1.e.5a	Identify possible electrical hazards to be avoided at home and at school	0 / 1
L.EC.FI.EB.III.5.e.2a		Identify familiar organisms as part of a food chain or food web	0 / 1	P.MO.FI.EB.IV.3.e.3a	Identify patterns of interaction of magnetic materials	0 / 1
L.EC.FI.EB.III.5.e.4a		Identify the basic requirements for all living things to maintain their existence	0 / 1	P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort	0 / 1
L.EC.FI.EB.III.5.e.4b		Identify positive and negative effects of humans on the environment	1 / 1	P.PW.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties	0 / 1
L.EV.FI.EB.III.4.e.2a		Identify how an animal may adapt to its environment	0 / 1	P.PW.FI.EB.IV.4.e.2a	Identify and/or recognize how sounds are made	0 / 1
L.HE.FI.EB.III.3.e.1a		Identify how parents and their young look alike	0 / 2	P.PW.FI.EB.IV.4.e.3a	Identify and/or prisms and filters with light sources to produce various colors	0 / 1
L.OR.FI.EB.III.2.e.1a		Identify characteristics of observable body parts in a variety of animals	1 / 2	E.AW.FI.EB.V.3.e.2a	<b>Using Earth Science Knowledge</b>	3 / 6
L.OR.FI.EB.III.2.e.3a		Identify life cycles of familiar organisms	0 / 2	E.AW.FI.EB.V.3.e.3a	Identify and/or describe seasonal changes in Michigan's weather	0 / 1
L.OR.FI.EB.III.2.e.4a		Identify the basic life requirements of plants and animals	0 / 2	E.GE.FI.EB.IV.1.e.2a	Identify and explain appropriate safety precautions during severe weather	1 / 1
L.OR.FI.EB.III.2.e.5a		Identify functions of selected seed plant parts	1 / 1	E.GE.FI.EB.IV.1.e.3a	Identify types of earth materials	1 / 1
				E.HY.FI.EB.IV.2.e.1a	Identify and/or describe changes in the earth's surface	1 / 1
				E.HY.FI.EB.IV.2.e.2a	Identify the three states of water on earth	0 / 1
					Trace the path that rain water follows after it falls	0 / 1

Note: See reverse for additional information

Page 1 of 1

## Rosters (Class, School, and District)

The MI-Access Functional Independence rosters for class, school, and district are identical in format. For that reason, only Class Rosters—one for accessing print, one for mathematics, and one for science—are included in this guide. The reports include the following information:

**Section A** shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code, the total number of students assessed, and the mean scale score.

**Section C** indicates the classroom teacher's name, the class/group code (if available), the school name, and the school code.

**Section D** lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth (DOB).

**Section E** shows the student's scale score, his/her performance level for the current year, and, if applicable, his/her performance level for the previous year along with his/her performance level change.

**Section F** shows the student's scores by assessment component (for accessing print) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed. Any invalid test reason descriptor would also appear in the student row if applicable.

**Section G** shows the student's total earned points for the assessment.

**Section H** provides more detailed information about the report.

**Section I** indicates an example of an invalid test score due to the student not being assessed in Expressing Ideas.

The back page of the reports include the performance levels students can achieve, the scale score range that corresponds to each performance level, and on the Accessing Print and Expressing Ideas (grades 4, 7, and 11) roster, descriptions of the expressing ideas condition and comment codes.

# FUNCTIONAL INDEPENDENCE

Michigan Education		CLASS ROSTER - Assessing Print and Expressing Ideas									
Functional Independence - Assessing Print and Expressing Ideas		Grade 7									
Teacher Name: Sample Class 4 District Name: Sample District 2 School Name: Sample School 4 School Code: 80004		Fall 2012									
Assessing Full No. of Valid Scores/Students Tested: 10 / 10		Mean Scale Score: 2706 Expressing Ideas: No. of Valid Scores/Students Tested: 9 / 10 Main End Points: 16									
Student Information		Assessing Print and Expressing Ideas									
(No. of Points per EC/CD)		Assessing Print and Expressing Ideas									
STUDENT 1, SAMPLE P DOB: 01/15/1999 UIC: 30000014		Assessing Print and Expressing Ideas									
STUDENT 2, SAMPLE S DOB: 01/15/1999 UIC: 30000015		Assessing Print and Expressing Ideas									
STUDENT 3, SAMPLE T DOB: 01/15/1998 UIC: 30000016		Assessing Print and Expressing Ideas									
STUDENT 4, SAMPLE U DOB: 01/15/2000 UIC: 30000017		Assessing Print and Expressing Ideas									
STUDENT 5, SAMPLE V DOB: 01/15/1999 UIC: 30000018		Assessing Print and Expressing Ideas									
STUDENT 6, SAMPLE W DOB: 01/15/2000 UIC: 30000019		Assessing Print and Expressing Ideas									
STUDENT 7, SAMPLE X DOB: 01/15/1999 UIC: 30000020		Assessing Print and Expressing Ideas									
STUDENT 8, SAMPLE Y DOB: 01/15/2000 UIC: 30000021		Assessing Print and Expressing Ideas									
STUDENT 9, SAMPLE Z DOB: 01/15/1999 UIC: 30000022		Assessing Print and Expressing Ideas									
Note: See reverse for additional information NA=Not applicable MA=No matching student		† Score = 1, 2, 3, 4 or Condition C † Comment Code = 1 - Red 1 - Blue 2 - Green 3 - Yellow 4 - Orange 5 - Purple									

Michigan Education		CLASS ROSTER - Mathematics									
Functional Independence - Mathematics		Grade 6									
Teacher Name: Sample Class 4 District Name: Sample District 2 School Name: Sample School 4 School Code: 80004		Fall 2012									
Assessing Full No. of Valid Scores/Students Tested: 10 / 10		Mean Earned Points: 2615									
Student Information		Measurement									
(No. of Points per EC/CD)		Measurement									
STUDENT 1, SAMPLE A DOB: 01/15/1999 UIC: 30000013		Measurement									
STUDENT 2, SAMPLE B DOB: 01/15/1999 UIC: 30000014		Measurement									
STUDENT 3, SAMPLE C DOB: 01/15/1999 UIC: 30000015		Measurement									
STUDENT 4, SAMPLE D DOB: 01/15/1999 UIC: 30000016		Measurement									
STUDENT 5, SAMPLE E DOB: 01/15/1999 UIC: 30000017		Measurement									
STUDENT 6, SAMPLE F DOB: 01/15/1999 UIC: 30000018		Measurement									
STUDENT 7, SAMPLE G DOB: 01/15/1999 UIC: 30000019		Measurement									
STUDENT 8, SAMPLE H DOB: 01/15/1999 UIC: 30000020		Measurement									
STUDENT 9, SAMPLE I DOB: 01/15/1999 UIC: 30000021		Measurement									
STUDENT 10, SAMPLE J DOB: 01/15/1999 UIC: 30000022		Measurement									
Note: See reverse for additional information NA=Not applicable MA=No matching student		† Score = 1, 2, 3, 4 or Condition C † Comment Code = 1 - Red 1 - Blue 2 - Green 3 - Yellow 4 - Orange 5 - Purple									

Note: See reverse for additional information  
NA=Not applicable MA=No matching student

† Score = 1, 2, 3, 4 or Condition C  
† Comment Code = 1 - Red  
1 - Blue  
2 - Green  
3 - Yellow  
4 - Orange  
5 - Purple

Page 1 of 1

Performance Level Key  
S - Superior  
A - Advanced  
M - Meets  
L - Below

H  
G  
F  
E  
D  
C  
B  
A

## Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for the current year and for the previous 2 years and the first year this assessment was administered.

Since summary reports for the school, district, and state are formatted the same way, only the District Summary Report is included in this guide. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data. For accessing print and mathematics reports in grades 4-8, and 11 the year-to-year performance-level change is included. The report shown in this guide includes the following information:

**Section A** shows the name of the report, the assessment type, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name and code.

**Section C** shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that

**Section D** shows the percentage of students by performance level change between categories from last year to the current year and by discrete performance level transitions. (See the year-to-year chart on page 36 that explains the specific transitions)

**Section E** shows a summary of the number and percent of students assessed in the current year that were matched to the previous year.

**Section F** shows as a distribution, the number and percent of students that earned scores in particular scale score ranges. This chart provides a graphic display of student performance by achievement levels.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level.



## SCHOOL SUMMARY REPORT

**Functional Independence - Mathematics**

**Grade 8**

**A Fall 2012**

District Name: Sample District 2  
District Code: 99998

### C ACHIEVEMENT

Year	No. of Valid Scores	Mean Scale Score	Number and Percent of Students			
			Emerging #	Attained %	Surpassed #	Surpassed %
2012	20	2814	5	25.0	6	30.0
2011	NA	NA	NA	NA	NA	NA
2010	NA	NA	NA	NA	NA	NA
2005	NA	NA	NA	NA	NA	NA

### D PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

		Percent of Students by Performance Level Change		
		Fall 2011	Fall 2012	Surpassed
Emerging	Low	0.0	0.0	0.0
Emerging	Mid	0.0	5.9	0.0
Emerging	High	0.0	5.9	17.6
Attained	Low	0.0	0.0	0.0
Attained	High	0.0	0.0	5.9
Surpassed	Low	0.0	0.0	0.0
Surpassed	Mid	0.0	0.0	0.0
Surpassed	High	0.0	0.0	0.0

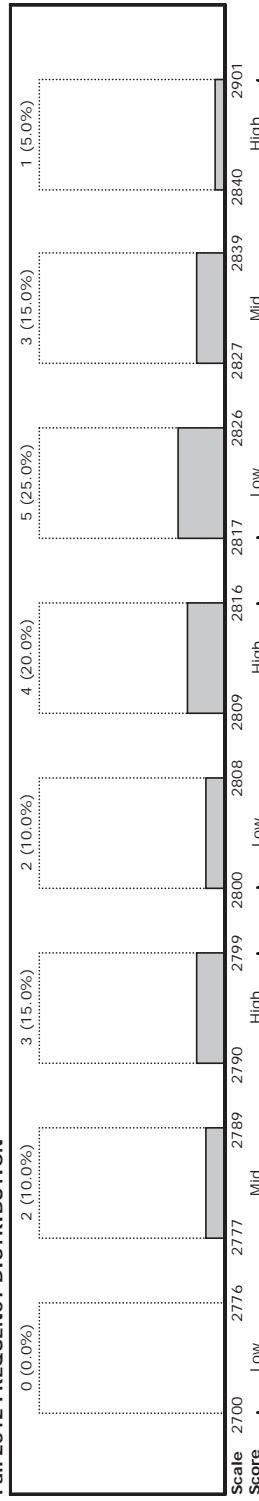
Total number of students assessed in 2012 and matched to 2011: 17 (85.0%)

### E PERFORMANCE LEVEL CHANGE - SUMMARY

Years Summarized	Performance Level Change			
	Significant Decline	Decline	Maintaining	Improvement
2011 & 2012	0	2	9	6
	Percent	0.0	11.8	35.3

Total number of students assessed in 2012 and matched to 2011: 17 (85.0%)

### F Fall 2012 FREQUENCY DISTRIBUTION



NA = Not Applicable \* < 10 students assessed  
Note: See reverse for additional information

Page 1 of 1

## Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the Michigan Student Data System (MSDS). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Demographic Report is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

**Section B** shows the name of the district and the district code.

**Section C** shows the school name, and school code.

**Section D** includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

**Section E** shows, by content area, the total number of students assessed and the mean scale score for each group.

**Section F** shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

**Section G** provides more detailed information about the report.

## FUNCTIONAL INDEPENDENCE

<b>DISTRICT DEMOGRAPHIC REPORT</b>												
Functional Independence												
Grade 7												
Fall 2012												
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>		
<b>Accessing Print</b>												
District	No. of Valid Scores	Mean Scale Score	Emerging #	Attained %	Surpassed #	%	#	%	#	%		
All Students	992	27.21	15	15.2	22	22.2	62	62.6	96	2708		
Gender	<b>D</b>	<b>E</b>	5	9.1	1	39	70.9	51	2714	15	29.4	
Male	27.27	10	22.7	11	5.9	23	52.3	45	2702	20	44.4	
Female	27.14	10	22.7	11	5.9	23	52.3	45	2702	13	28.9	
Ethnicity											12	26.7
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	
Black or African American	17	27.13	3	17.6	6	35.3	8	47.1	18	2703	7	38.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	69	27.22	10	14.5	14	20.3	45	65.2	68	2709	4	22.2
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	
Hispanic or Any Race	*	*	*	*	*	*	*	*	*	*	*	
Additional Reporting Groups												
Economically Disadvantaged: Yes	81	27.21	13	16.0	17	21.0	51	63.0	80	2709		
Economically Disadvantaged: No	18	27.23	2	11.3	5	27.8	11	61.1	16	2704		
English Language Learners: Yes	*	*	*	*	*	*	*	*	*	*		
English Language Learners: No	93	27.21	15	15.3	22	22.4	61	62.2	95	2708		
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*		
Migrant	*	*	*	*	*	*	*	*	*	*		
Homeless	*	*	*	*	*	*	*	*	*	*		
Accommodations	<b>F</b>	<b>D</b>	12	20.0	40	66.7	62	2707				
Standard – All	60	27.25	8	13.3	12	20.0	40	66.7	62	2707		
Nonstandard – All	(*)	*	*	*	*	*	*	*	*	*		
Standard ELL Only	*	*	*	*	*	*	*	*	*	*		
Nonstandard ELL Only	(*)	*	*	*	*	*	*	*	*	*		
<b>Mathematics</b>												
District	No. of Valid Scores	Mean Scale Score		No. of Valid Scores	Mean Scale Score	#	Attained %	#	Surpassed %	#	%	
All Students	992	27.21	15	15.2	22	22.2	62	62.6	96	2708	36.5	
Gender	<b>D</b>	<b>E</b>	5	9.1	1	39	70.9	51	2714	15	29.4	
Male	27.27	10	22.7	11	5.9	23	52.3	45	2702	20	44.4	
Female	27.14	10	22.7	11	5.9	23	52.3	45	2702	13	28.9	
Ethnicity											12	26.7
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	
Black or African American	11	2.1	1	39	70.9	51	2714	15	2702	2	13.3	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	67	2.2	4	6.0	11	16.4	27	40.3	30	2709	5	27.3
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	
Hispanic or Any Race	*	*	*	*	*	*	*	*	*	*	*	
Additional Reporting Groups												
Economically Disadvantaged: Yes	76	2.3	5	6.6	10	13.2	30	39.5	22	28.9	9	11.8
Economically Disadvantaged: No	15	2.1	1	6.7	5	33.3	3	20.0	4	26.7	2	12.1
English Language Learner: Yes	*	*	*	*	*	*	*	*	*	*	*	
English Language Learner: No	90	2.2	6	6.7	15	16.7	33	36.7	25	21.8	11	12.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	*	*	*	*	*	
Homeless	*	*	*	*	*	*	*	*	*	*	*	
Accommodations	<b>F</b>	<b>E</b>	3	5.8	13.5	18	34.6	15	28.8	9	17.3	
Standard – All	19	2.3	0	0.0	4	10.5	15	30.5	11	2702	2	5.1
Nonstandard – All	(*)	*	*	*	*	*	*	*	*	*		
Standard ELL Only	*	*	*	*	*	*	*	*	*	*		
Nonstandard ELL Only	(*)	*	*	*	*	*	*	*	*	*		
<b>Expressing Ideas</b>												
District	No. of Valid Scores	Mean Scale Score		No. of Valid Scores	Mean Scale Score	#	Earned Point %	#	Earned Point %	#	%	
All Students	91	2.2	6	6.6	15	16.5	33	36.3	26	24.6	11	12.1
Gender	<b>D</b>	<b>E</b>	1	3.3	1	3.3	*	*	*	*	*	
Male	2.2	6	6.6	15	16.5	33	36.3	26	24.6	11	12.1	
Female	2.0	3	7.7	0	20.5	15	30.5	11	2702	2	5.1	
Ethnicity												
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	*	*	*	
Black or African American	11	2.3	1	9.1	2	18.2	4	36.4	1	9.1	3	27.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	
White	67	2.2	4	6.0	11	16.4	27	40.3	30	2709	5	27.3
Two or More Races	*	*	*	*	*	*	*	*	*	*	*	
Hispanic or Any Race	*	*	*	*	*	*	*	*	*	*	*	
Additional Reporting Groups												
Economically Disadvantaged: Yes	76	2.3	5	6.6	10	13.2	30	39.5	22	28.9	9	11.8
Economically Disadvantaged: No	15	2.1	1	6.7	5	33.3	3	20.0	4	26.7	2	13.3
English Language Learner: Yes	*	*	*	*	*	*	*	*	*	*	*	
English Language Learner: No	90	2.2	6	6.7	15	16.7	33	36.7	25	21.8	11	12.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	*	*	*	*	*	
Homeless	*	*	*	*	*	*	*	*	*	*	*	
Accommodations	<b>F</b>	<b>E</b>	3	5.8	13.5	18	34.6	15	28.8	9	11.8	
Standard – All	19	2.3	0	0.0	4	21.1	8	42.1	4	21.1	3	15.8
Nonstandard – All	(*)	*	*	*	*	*	*	*	*	*		
Standard ELL Only	*	*	*	*	*	*	*	*	*	*		
Nonstandard ELL Only	(*)	*	*	*	*	*	*	*	*	*		
<b>Note: See reverse for additional information</b>												

\* < 10 students assessed  
 1 Results for these students are invalid and not reported.  
 0 Those students are not included in All Students.

\* < 10 students assessed

† Results for these students are invalid and not reported.

○ Those students are not included in All Students.

Note: See reverse for additional information

**G**

Page 1 of 2

**C**

Page 2 of 2

## Item Analysis Reports for Accessing Print and Expressing Ideas (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for accessing print and expressing ideas is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of students assessed.

**Section C** provides the code for the EGLCE or EB assessed by the accessing print component; an abbreviated description of the EGLCE or EB; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

**Section D** shows the expressing ideas prompt; the code for the EGLCE or EB assessed; an abbreviated descriptor of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code.

**Section E** indicates the number and percent of students who received each comment code for the expressing ideas prompt. The back page of the report includes descriptions of the expressing ideas condition and comment codes.

## FUNCTIONAL INDEPENDENCE



### **DISTRICT ITEM ANALYSIS REPORT**

**Functional Independence - Assessing Print and Expressing Ideas**  
**Grade 4**  
**Fall 2012**

A

B

District Name: Sample District 2  
District Code: 999998

Accessing Print: No. of Valid Scores: 20

Strand Abbreviated EG/CE Descriptor	EG/CE Code	MULTIPLE CHOICE						MULTIPLE CHOICE						PERCENT RESPONDING						PERCENT RESPONDING											
		C	A	B	C	Omit	Multi	C	A	B	C	Omit	Multi	C	A	B	C	Omit	Multi	C	A	B	C	Omit	Multi						
<b>PART 1 - WORD RECOGNITION</b>																															
Recognize frequently encountered words	R.WS.03.II.EG05	40.0+	50.0+	5.0	5.0	0.0	0.0	R.CM.03.FI.EG01	20.0	20.0	60.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	25.0	60.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	50.0	35.0+	0.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	10.0	0.0	85.0+	5.0	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	65.0+	70.0	10.0	5.0	0.0	0.0	R.CM.03.FI.EG02	15.0	50.0	35.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	40.0+	15.0	40.0	5.0	0.0	0.0	R.NT.03.FI.EG02	30.0	30.0+	40.0	0.0	0.0	R.NT.03.FI.EG02	15.0	65.0+	20.0	0.0	0.0	R.NT.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	10.0	35.0	50.0+	5.0	0.0	0.0	R.NT.03.FI.EG02	15.0	45.0+	10.0	45.0	0.0	R.NT.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.NT.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	30.0	40.0+	30.0	0.0	0.0	0.0	R.WS.03.FI.EG08	65.0+	20.0	15.0	0.0	0.0	R.WS.03.FI.EG08	65.0+	0.0	20.0	15.0	0.0	R.WS.03.FI.EG08	65.0+	0.0	20.0	15.0	0.0						
Recognize frequently encountered words	R.WS.03.II.EG05	30.0	50.0+	20.0	10.0	0.0	0.0	<b>PART 2 - TEXT COMPREHENSION - Informational Passage</b>																							
Recognize frequently encountered words	R.WS.03.II.EG05	20.0	30.0	30.0+	0.0	0.0	0.0	R.CM.03.FI.EG01	30.0	55.0	15.0+	0.0	0.0	R.CM.03.FI.EG02	25.0	55.0+	20.0	0.0	0.0	R.CM.03.FI.EG02	20.0	50.0+	25.0	0.0	0.0	R.CM.03.FI.EG02	20.0	0.0	50.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	50.0+	20.0	30.0	0.0	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	35.0	35.0+	30.0	0.0	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	55.0+	25.0	20.0	0.0	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.CM.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	10.0	45.0	45.0	0.0	0.0	0.0	R.CM.03.FI.EG02	45.0+	25.0	30.0	0.0	0.0	R.CM.03.FI.EG02	45.0+	0.0	30.0	0.0	0.0	R.CM.03.FI.EG02	45.0+	0.0	30.0	0.0	0.0	R.CM.03.FI.EG02	45.0+	0.0	30.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	45.0+	40.0	15.0	0.0	0.0	0.0	R.IT.03.FI.EG03	55.0+	30.0	15.0	0.0	0.0	R.IT.03.FI.EG03	55.0+	0.0	30.0	0.0	0.0	R.IT.03.FI.EG03	55.0+	0.0	30.0	0.0	0.0	R.IT.03.FI.EG03	55.0+	0.0	30.0	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	20.0	40.0+	40.0	0.0	0.0	0.0	R.WS.03.FI.EG08	25.0	35.0	35.0+	0.0	0.0	R.WS.03.FI.EG08	25.0	0.0	35.0	40.0+	0.0	R.WS.03.FI.EG08	25.0	0.0	35.0	40.0+	0.0	R.WS.03.FI.EG08	25.0	0.0	35.0	40.0+	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	35.0	55.0+	10.0	0.0	0.0	0.0	<b>PART 2 - TEXT COMPREHENSION - Functional Passage</b>																							
Recognize frequently encountered words	R.WS.03.II.EG05	5.0	75.0+	20.0	0.0	0.0	0.0	R.CM.03.FI.EG01	15.0	25.0	50.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	25.0	50.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	50.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	50.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	20.0	25.0	55.0+	0.0	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	35.0	55.0+	10.0	0.0	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	10.0	75.0+	10.0	0.0	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0	R.CM.03.FI.EG02	15.0	0.0	85.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	100	65.0+	25.0	0.0	0.0	0.0	R.NT.03.FI.EG02	10.0	15.0	75.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	75.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	75.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	75.0+	0.0	0.0
Recognize frequently encountered words	R.WS.03.II.EG05	100	75.0+	15.0	0.0	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0	R.NT.03.FI.EG02	10.0	0.0	90.0+	0.0	0.0

Expressing Ideas: No. of Valid Scores: 19

### **EXPRESSING IDEAS**

EG/CE Code	Abbreviated EG/CE Descriptor	Percent of Students at Each Score						Percent of Students Receiving Comment Codes					
		4	3	2	1	A	B	C	D	Percent of Students Receiving Condition Codes	Percent of Students Receiving Comment Codes		
W.GN.03.FI.EG01	Write/draw personal narrative	5.3	5.3	52.6	31.6	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

Note: See reverse for additional information

Correct Response: +

## Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the School Item Analysis Report for mathematics is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of students assessed.

**Section C** shows the school name, and school code.

**Section D** provides the code for the EGLCE or EB assessed by strand and topic; and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

**Section E** provides more detailed information about the report.



**SCHOOL ITEM ANALYSIS REPORT**  
Functional Independence - Mathematics  
**Grade 6**  
**A Fall 2012**

District Name: Sample District 2      B

District Code: 99998

No. of Valid Scores: 20

MULTIPLE CHOICE

Strand Topic	D	PERCENT RESPONDING						MULTIPLE CHOICE						PERCENT RESPONDING					
		Strand Topic	EGLCE Code	Number of Items	Strand Topic	EGLCE Code	Number of Items	Strand Topic	EGLCE Code	Number of Items	Strand Topic	EGLCE Code	Number of Items	Strand Topic	EGLCE Code	Number of Items	Strand Topic	EGLCE Code	Number of Items
<b>Geometry</b>																			
Identify and describe shapes	9	G.CS.05.FI.EG01	0.0	15.0	85.0+	0.0	0.0	Count, write, and order whole numbers	D	2	N.MR.05.FI.EG10	30.0+	30.0	40.0	0.0	0.0			
Identify and describe shapes	10	G.LO.05.FI.EG02	75.0+	15.0	10.0	0.0	0.0	Compute with whole numbers		30	N.MR.05.FI.EG13	10.0	25.0	35.0+	0.0	0.0			
<b>Data Analysis</b>																			
Explore data	18	D.RE.05.FI.EG02	5.0	5.0	90.0+	0.0	0.0	Problem solving and estimation		33	N.MR.05.FI.EG15	25.0	30.0	45.0+	0.0	0.0			
Explore data	17	D.RE.05.FI.EG03	40.0+	30.0	30.0	0.0	0.0	Problem solving and estimation		35	N.MR.05.FI.EG15	30.0	10.0	60.0+	0.0	0.0			
<b>Numbers and Operations</b>																			
Compute with whole numbers	29	N.FL.05.FI.EG11	10.0	20.0	70.0+	0.0	0.0	Measure and use units		4	M.PS.05.FI.EG03	85.0+	5.0	10.0	0.0	0.0			
Compute with whole numbers	31	N.FL.05.FI.EG11	85.0+	5.0	10.0	0.0	0.0	Measure and use units		11	M.PS.05.FI.EG06	10.0	5.0	35.0+	0.0	0.0			
Compute with whole numbers	32	N.FL.05.FI.EG12	50.0+	25.0	25.0	0.0	0.0	Measure and use units		8	M.PS.05.FI.EG08	40.0	25.0	35.0+	0.0	0.0			
Compute with whole numbers	34	N.FL.05.FI.EG14	10.0	70.0+	20.0	0.0	0.0	Measure and use units		15	M.PS.05.FI.EG12	30.0	55.0+	15.0	0.0	0.0			
Problem solving and estimation	20	N.ME.05.FI.EG01	55.0+	10.0	35.0	0.0	0.0	Money		16	M.PS.05.FI.EG12	15.0	40.0+	45.0	0.0	0.0			
Count, write, and order whole numbers	21	N.ME.05.FI.EG02	70.0+	15.0	15.0	0.0	0.0	Money		3	M.UN.05.FI.EG01	15.0	80.0+	5.0	0.0	0.0			
Count, write, and order whole numbers	22	N.ME.05.FI.EG02	40.0	10.0	50.0+	0.0	0.0	Measure and use units		6	M.UN.05.FI.EG02	10.0	5.0	35.0+	0.0	0.0			
Count, write, and order whole numbers	23	N.ME.05.FI.EG03	15.0	55.0	25.0+	0.0	5.0	Measure and use units		7	M.UN.05.FI.EG04	65.0+	15.0	20.0	0.0	0.0			
Count, write, and order whole numbers	24	N.ME.05.FI.EG05	25.0+	25.0	50.0	0.0	0.0	Measure and use units		5	M.UN.05.FI.EG05	30.0	65.0+	5.0	0.0	0.0			
Count, write, and order whole numbers	27	N.ME.05.FI.EG06	70.0+	20.0	10.0	0.0	0.0	Measure and use units		12	M.UN.05.FI.EG07	85.0+	0.0	15.0	0.0	0.0			
Count, write, and order whole numbers	25	N.ME.05.FI.EG07	10.0	85.0+	5.0	0.0	0.0	Measure and use units		13	M.UN.05.FI.EG09	15.0	15.0	70.0+	0.0	0.0			
Count, write, and order whole numbers	26	N.ME.05.FI.EG08	35.0	10.0	55.0+	0.0	0.0	Money		14	M.UN.05.FI.EG10	45.0+	15.0	35.0	0.0	5.0			
Count, write, and order whole numbers	28	N.ME.05.FI.EG08	10.0	85.0+	5.0	0.0	0.0	Money											
Count, write, and order whole numbers	1	N.MR.05.FI.EG09	10.0	10.0	80.0+	0.0	0.0												

School Name: Sample School 2  
School Code: 80002

C

Correct Response: +

Please see the Item Description Booklets at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) for more information on the EGLCEs/EEDs assessed.  
Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

E

## Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the assessment items which may be used by schools, districts, the state, and others to identify areas of collective strengths and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the District Item Analysis Report for science is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

**Section B** shows the district name, the district code, and the total number of students assessed.

**Section C** provides the code for the EB assessed by strand and standard; an item descriptor number and the number and percent of students that selected each answer choice (A, B, or C). The plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the student answer document or for whom there were multiple marks.

**Section D** provides more detailed information about the report.



District Name: Sample District 2  
District Code: 99998

No. of Valid Scores: 20      B

## DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Science  
Grade 8  
Fall 2012

A



Michigan's Alternative Assessment Program

Strand Standard	C	EB Code	MULTIPLE CHOICE						MULTIPLE CHOICE						
			PERCENT RESPONDING			Strand Standard			C			EB Code			PERCENT RESPONDING
			A	B	C	Omit	Multi								%
<b>Using Physical Science Knowledge</b>															
Constructing new scientific knowledge	22	C.CN.FI.EB.I.1.m.1a	15.0	15.0	70.0+	0.0	0.0	26	P.CM.FI.EB.IV.2.m.1a	30.0+	40.0	30.0	0.0	0.0	0.0
Constructing new scientific knowledge	3	C.CN.FI.EB.I.1.m.3a	10.0	75.0+	15.0	0.0	0.0	28	P.CM.FI.EB.IV.2.m.1a	20.0	75.0+	5.0	0.0	0.0	0.0
<b>Reflecting on Scientific Knowledge</b>															
Reflecting on scientific knowledge	2	R.RO.FI.EB.II.1.e.3aDdm	35.0	55.0+	10.0	0.0	0.0	1	P.ME.FI.EB.IV.1.m.1a	10.0	10.0	80.0+	0.0	0.0	0.0
Reflecting on scientific knowledge	12	R.RO.FI.EB.II.1.m.2a	60.0+	35.0	5.0	0.0	0.0	19	P.ME.FI.EB.IV.1.m.1a	25.0	30.0	45.0+	0.0	0.0	0.0
<b>Using Life Science Knowledge</b>															
Cells	4	L.CE.FI.EB.III.1.m.1a	30.0	30.0+	40.0	0.0	0.0	21	P.ME.FI.EB.IV.1.m.2a	25.0	50.0+	25.0	0.0	0.0	0.0
Ecosystems	17	L.EC.FI.EB.III.5.m.1a	30.0	45.0+	25.0	0.0	0.0	24	P.ME.FI.EB.IV.1.m.5a	10.0	55.0+	35.0	0.0	0.0	0.0
Ecosystems	16	L.EC.FI.EB.III.5.m.2a	80.0+	20.0	0.0	0.0	0.0	23	P.ME.FI.EB.IV.1.m.6a	20.0	60.0+	20.0	0.0	0.0	0.0
Ecosystems	15	L.EC.FI.EB.III.5.m.5a	50.0+	20.0	25.0	5.0	0.0	25	P.ME.FI.EB.IV.1.m.6a	25.0	55.0+	20.0	0.0	0.0	0.0
Ecosystems	18	L.EC.FI.EB.III.5.m.5a	25.0	50.0+	25.0	0.0	0.0	29	P.MC.FI.EB.IV.3.m.2a	25.0	5.0	70.0+	0.0	0.0	0.0
Evolution	13	L.EV.FI.EB.III.4.m.1a	5.0	15.0	80.0+	0.0	0.0	30	P.MC.FI.EB.IV.3.m.3a	15.0+	15.0	70.0	0.0	0.0	0.0
Evolution	14	L.EV.FI.EB.III.4.m.1a	15.0	20.0	65.0+	0.0	0.0	31	P.MC.FI.EB.IV.3.m.5a	40.0	35.0+	25.0	0.0	0.0	0.0
Organization of living things	5	L.OR.FI.EB.III.2.m.1a	45.0	40.0+	15.0	0.0	0.0	32	P.WV.FI.EB.IV.4.m.1a	20.0	15.0	65.0+	0.0	0.0	0.0
Organization of living things	6	L.OR.FI.EB.III.2.m.1a	25.0	20.0	55.0+	0.0	0.0								
Organization of living things	7	L.OR.FI.EB.III.2.m.2a	35.0	25.0	40.0+	0.0	0.0	40	E.AW.FI.EB.V.3.e.2aDDm	70.0+	25.0	5.0	0.0	0.0	0.0
Organization of living things	8	L.OR.FI.EB.III.2.m.2a	60.0	25.0+	15.0	0.0	0.0	39	E.AW.FI.EB.V.3.m.1a	35.0	30.0+	35.0	0.0	0.0	0.0
Organization of living things	10	L.OR.FI.EB.III.2.m.3a	30.0	15.0+	55.0	0.0	0.0	33	E.GE.FI.EB.V.1.m.1a	85.0+	0.0	15.0	0.0	0.0	0.0
Organization of living things	11	L.OR.FI.EB.III.2.m.3a	0.0	0.0	100+	0.0	0.0	34	E.GE.FI.EB.V.1.m.2a	45.0+	35.0	20.0	0.0	0.0	0.0
Organization of living things	9	L.OR.FI.EB.III.2.m.4a	25.0	10.0	65.0+	0.0	0.0	35	E.HY.FI.EB.V.2.m.2a	75.0+	5.0	20.0	0.0	0.0	0.0
Solar system, galaxy, and universe								36	E.HY.FI.EB.V.2.m.4a	30.0	45.0+	25.0	0.0	0.0	0.0
Solar system, galaxy, and universe	37	E.SS.FI.EB.V.4.m.1a								25.0	10.0	65.0+	0.0	0.0	0.0
Solar system, galaxy, and universe	38	E.SS.FI.EB.V.4.m.2a								25.0	60.0+	15.0	0.0	0.0	0.0

Please see the Item Descriptor Booklets at [www.mi.gov/mi-access](http://www.mi.gov/mi-access) for more information on the EGLCEs/EBs assessed.  
Students who participated using a Braille or Emergeency test form are not included in the Item Analysis Report.

D

Correct Response: +

## Parent Reports

Parent reports are designed to provide customized student assessment information to the parents or guardians of each student assessed and should be distributed to parents or guardians as soon after receiving them. The Parent Reports include the following information:

**Section A** shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessments were administered.

**Section B** provides basic demographic information about the student, which was obtained from the student's barcode label and the Michigan Student Data System (MSDS).

**Section C** includes a table showing the scale scores and the performance levels the student achieved by content area in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable.

**Section D** shows the student's performance level change from last year to the current year, and describes how the change was determined.

**Section E** provides detailed information on the components of the Accessing Print assessment, and how the student performed by as-

essment component and overall.

**Section F** shows where the student's scale score is in the range of scale scores possible and the corresponding performance level.

**Section G** provides detailed information on the strands included in the mathematics assessment, and how the student performed by assessment strand and overall.

**Section H** shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.

**Section I** provides detailed information on the strands included in the science assessment, and how the student performed by assessment strand and overall.

**Section J** shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

For any reason that a student did not receive a valid score on any subject, a discrete message will be displayed in section E, F, and G, instructing parents to contact the school for further information. If the student was not assessed in a specific subject a message will also be displayed accordingly.

## FUNCTIONAL INDEPENDENCE



### PARENT REPORT Functional Independence Grade 5

**A**



Student Name: **SAMPLE STUDENT 33**

District Student ID: **10000004**

District Name: **Sample School 14**

District Name: **Sample District 2**

State UIC: **8000000004**

State UIC: **B**

Dear Parent or Guardian:

In Fall 2012, your student took part in the MI-Access Functional Independence assessments, which are used, along with other information, to determine what students appropriately know and are able to do in certain grade levels and in certain content areas (accessing print and mathematics in grades 3 through 8, expressing ideas in grades 4 and 7, and science in grades 5 and 8). These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLCES) and/or Extended Benchmarks (EBs), which reflect a level of complexity your student's Individualized Education Program Team determined is appropriate for your student. (For more details on the EGCLCS and EBs, go to [www.migov/mi-access](http://www.migov/mi-access).)

Following are three tables summarizing your student's results. The first table shows fall 2012 details for your student, as well as previous year and performance level change information for content areas assessed annually (accessing print and greater detail).

We encourage you to discuss these results with your student's teacher and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of student achievement and plan for future learning.

**D** Performance Level Change

Content Area	Scale Score	2012 Performance Level	2011 Performance Level	Performance Level Change
Accessing Print	2503	Attained the Performance Standard (Low)	Emerging Toward the Performance Standard (High)	Improvement
Mathematics	2503	Attained the Performance Standard (Low)	Emerging Toward the Performance Standard (High)	Improvement
Science	2477	Emerging Toward the Performance Standard		

**E** Assessing Print Performance Level Change

Last fall, your student scored at the high end of the Emerging performance level. This fall, your student scored at the low end of the Attained performance level. Therefore, on the fall to this fall, there was an improvement in performance level.

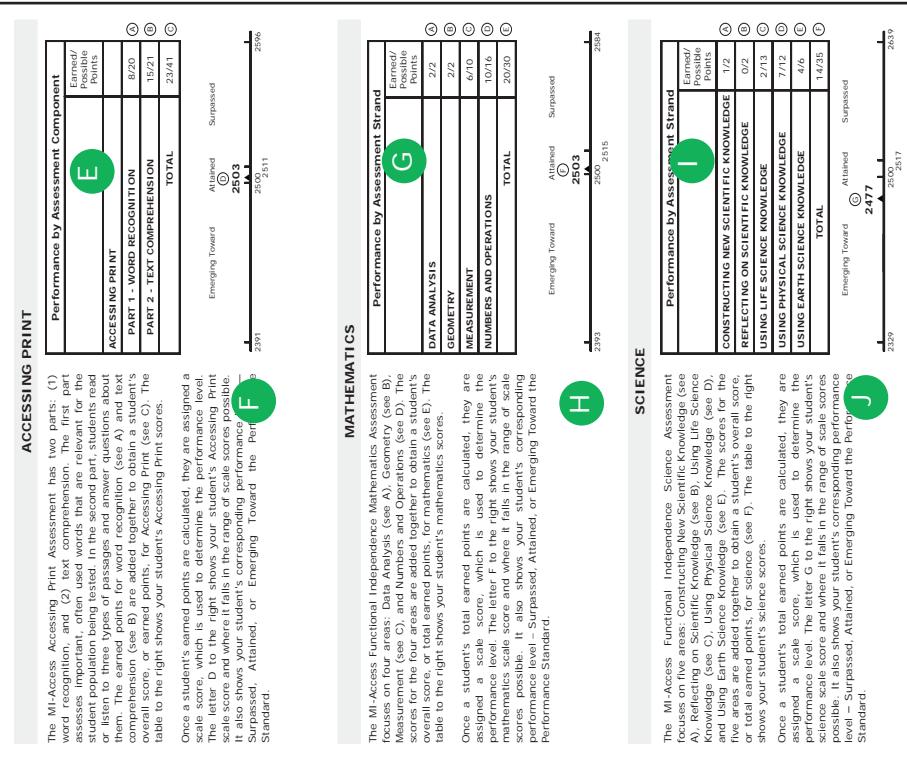
Parents/guardians and teachers have a greater chance of helping students succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my student's strengths?
- What can we do at school and at home to reinforce these strengths?
- In what areas does my student need additional work?
- What opportunities does my student receive as part of daily instruction that relate to what was assessed?

The following page of this report describes the assessments administered at your student's grade level and provides detail on your student's performance on each assessment. We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan  
State Superintendent  
Michigan Department of Education



## Comprehensive Reports - District, and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade.

**Section B** shows the name of the district and the district code.

**Section C** lists the schools or, for ISD reports, the districts for which data are reported.

School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 10 or more students in the same district take part in the same assessment.

**Section D** shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Since the format of the district and ISD reports is similar, only the District Comprehensive Report is included in this guide. The report includes the following information:

**Section A** shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.



District Name: Sample District 2  
District Code: 99998

B

## DISTRICT COMPREHENSIVE REPORT

**Functional Independence**  
**Grade 5**  
**Fall 2012**

A



Michigan's Attitude Assessment Program

	Assessing Print			Mathematics			Science		
	No. of Valid Scores	Mean Scale Score	# Emerging %	No. of Valid Scores	Mean Scale Score	# Emerging %	No. of Valid Scores	Mean Scale Score	# Emerging %
Sample District 2	99	2515	21	27	51	98	2511	33	28
C		21.2%	27.3%	51.5%	98	33.7%	28.6%	37.8%	37.8%
Sample School 2 (80002)	55	2513	13	16	26	57	2508	22	16
D		23.6%	29.1%	47.3%	57	38.6%	28.1%	33.3%	33.3%
Sample School 3 (80003)	8	2517	8	25	41	2515	11	12	18
B		18.2%	25.6%	56.8%	41	26.8%	29.3%	43.9%	43.9%

\* < 10 valid scores

Page 1 of 1

## Student Record Labels

Student Record Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information.

**Section A** shows the assessment type, the assessment grade, and the year the assessments were administered.

**Section B** includes the student's name, the school name and code, the district name and code, the student's Unique Identification Code (UIC), and other identifying information.

**Section C** shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable. Invalid test reasons will also appear in this field for each subject assessed if applicable.

 <b>MICHIGAN</b> <b>Department of Education</b>	<b>Functional Independence</b> <b>Grade 4</b> <b>Fall 2012</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>												
<b>STUDENT 30, SAMPLE J.</b>																		
Stu ID: 1000001																		
<b>School:</b> Sample School 4 (80004) <b>Date of Birth:</b> 01/01/2002 <b>Gender:</b> F																		
<b>District:</b> Sample District 2 (99998) <b>State UIC:</b> 8000000001																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><b>Scale Score</b></th> <th style="text-align: center;"><b>Perf. Level</b></th> <th style="text-align: center;"><b>Perf. Level Change</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Accessing Print</b></td> <td style="text-align: center;">C 2395</td> <td style="text-align: center;">Emerging</td> <td style="text-align: center;">Significant Decline</td> </tr> <tr> <td style="text-align: center;"><b>Mathematics</b></td> <td style="text-align: center;">C 2399</td> <td style="text-align: center;">Emerging</td> <td style="text-align: center;">Significant Decline</td> </tr> </tbody> </table>								<b>Scale Score</b>	<b>Perf. Level</b>	<b>Perf. Level Change</b>	<b>Accessing Print</b>	C 2395	Emerging	Significant Decline	<b>Mathematics</b>	C 2399	Emerging	Significant Decline
	<b>Scale Score</b>	<b>Perf. Level</b>	<b>Perf. Level Change</b>															
<b>Accessing Print</b>	C 2395	Emerging	Significant Decline															
<b>Mathematics</b>	C 2399	Emerging	Significant Decline															
<b>Expressing Ideas:</b> Earned/Possible Points <b>3/4</b>																		

## Invalid test score table

The following table reflects the invalid reason codes and descriptions that may appear in the student level reports and the student data file. The additional invalid test score conditions listed may also appear based on whether the proper test was given or otherwise marked on the student answer document.

Reason Code	Scenario	Report Description
1	Student does not have a match in MSDS so the enrolled grade cannot be determined.	Missing MSDS Data
2	Special Education flag not set in MSDS	Not Enrolled in Special Ed Program
3	Missing either the PAA or SAA scores on the student answer document.	Missing either the PAA or SAA scores
4	Student administered more than one test type	No Valid Test Scores
5	Multiple answer documents are returned for the same student/test and the first test taken cannot be determined.	No Valid Test Scores
6	Schools request late material returns are scored to get additional reports	No Valid Test Scores
7	Assessment misadministrations that are documented by an incident report.	No Valid Test Scores
8	Student did not attempt to test	No Valid Test Scores
Additional Invalid Test Score Conditions		
Bubbled on answer document indicating Prohibitive Behavior	Prohibitive Behavior	
Bubbled on answer document indicating the use of a Non Standard Accommodation	Non Standard Accommodation	
Student has a match in MSDS where the enrolled grade does not match the grade the student tested in.	Out of Level	

## FUNCTIONAL INDEPENDENCE

### Acronyms

<b>AYP:</b> Adequate Yearly Progress	<b>MDE:</b> Michigan Department of Education
<b>BAA</b> Bureau of Assessment and Accountability	<b>MEAP:</b> Michigan Educational Assessment Program
<b>DOB:</b> Date of Birth	<b>MEAP-Access:</b> Michigan's Alternate Assessment based on Modified achievement standards.
<b>EB:</b> Extended Benchmark	<b>MEAS:</b> Michigan Educational Assessment System
<b>EGLCE:</b> Extended Grade Level Content Expectation	<b>MME:</b> Michigan Merit Examination
<b>EHSCE:</b> Extended High School Content Expectation	<b>MSDS:</b> Michigan Student Data System
<b>ELA:</b> English Language Arts	<b>NCLB:</b> No Child Left Behind Act (2001)
<b>ELL:</b> English Language Learner	<b>PAA:</b> Primary Assessment Administrator
<b>ELPA:</b> English Language Proficiency Assessment	<b>PLD:</b> Performance Level Descriptor
<b>FLEP:</b> Formerly Limited English Proficient	<b>SAA:</b> Shadow Assessment Administrator
<b>GLCE:</b> Grade Level Content Expectation	<b>TAC:</b> Technical Advisory Committee
<b>HSCE:</b> High School Content Expectation	<b>UIC:</b> Unique Identification Code
<b>IEP:</b> Individualized Education Program	

## Contact Information

### Bureau of Assessment and Accountability

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MI-Access administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or English language learners (ELLs), please contact the Michigan Department of Education, Bureau of Assessment and Accountability, using the contact information listed below:

Phone: 877-560-8378 (option 4)

Fax: 517-335-1186

Web site: [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)

E-mail: [baa@michigan.gov](mailto:baa@michigan.gov)

Joseph Martineau, Director

Vincent Dean, Director, Office of Standards and Assessments

James Griffiths, Manager, Assessment Administration and Reporting  
John Jaquith, Assessment Consultant for Students with Disabilities  
Dan Evans, Administrative Analyst for Students with Disabilities

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## **2012/2013 STATE BOARD OF EDUCATION STRATEGIC GOAL**

Continue developing an effective and equitable performance-based system that achieves academic growth and successful outcomes for all students. Revision date June 2012.